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ABSTRACT

The Schools and Staffing Survey (SASS) is an integrated study of public and private schools, school districts, principals, and teachers. The survey was first conducted in the 1987-88 school year, again in 1990-91, and will be repeated at 3-year intervals. The 1987-88 sample consisted of 56,000 teachers in 9,300 public schools and 11,000 teachers in 3,500 private schools. This report presents results from the original survey and the follow-up of 1988-89. Information on schools, school districts, principals, and teachers is presented in the context of school characteristics. Each table provides data disaggregated within the public and private sectors by community type, school level, school size, and percent minority enrollment. The report enables local educators and policy makers to reflect on how conditions in their schools compare with national data for similar types of schools. Forty-one figures illustrate the discussion, and data are presented in 54 tables. An appendix of selected standard errors is included. (Author/SLD)

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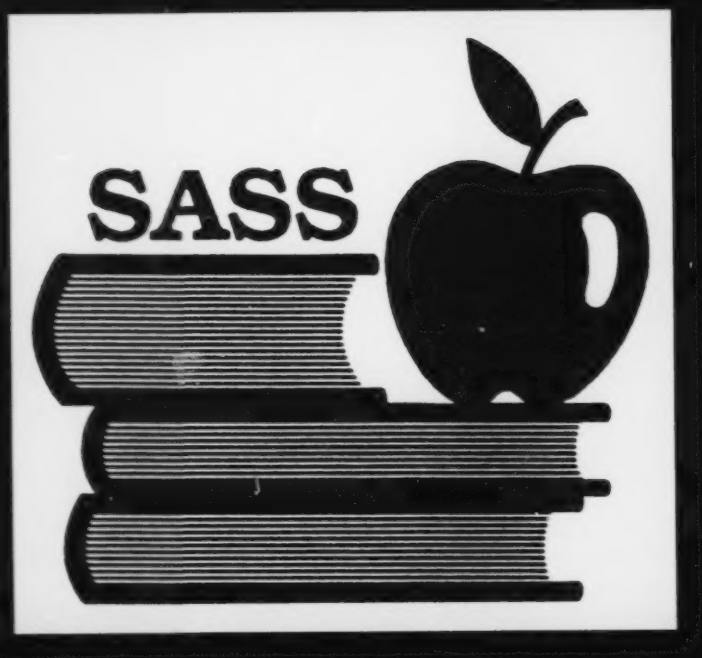

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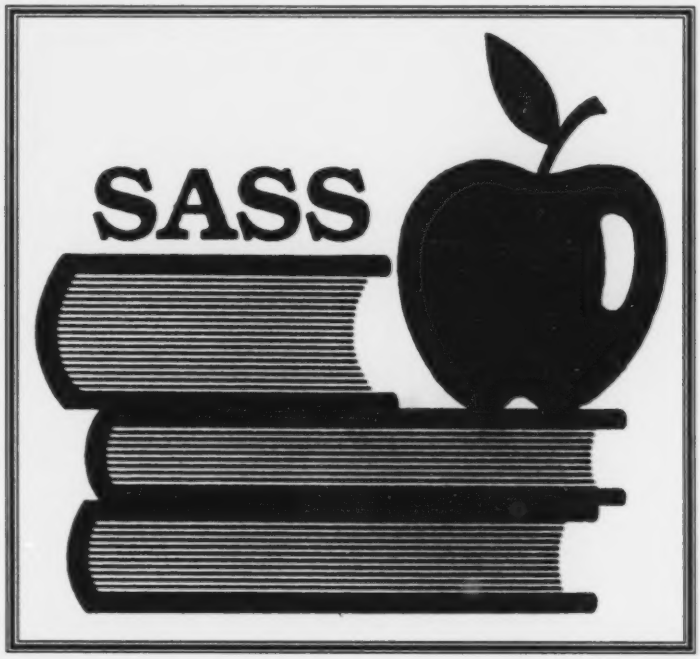

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Foreword

The National Center for Education Statistics (NCES) has recently released the most thorough and comprehensive national survey in the history of American education concerning the school work force and teacher supply and demand, the Schools and Staffing Survey (SASS). This survey provides, for the first time, the integrated data needed to provide a composite national snapshot of these critically important features of America's public and private school landscape.

SASS is an integrated survey of public and private schools, school districts, principals, and teachers. It was conducted first during the 1987-88 school year, again in 1990-91, and will be conducted at three-year intervals thereafter. For the 1987-88 SASS, the U.S. Department of Education selected a sample of 56,000 teachers in 9,300 public schools and 11,000 teachers in 3,500 private schools. One year after SASS, the Teacher Followup Survey (TFS) is conducted. The followup includes a sample of SASS teacher respondents, both those who have left teaching and those who have remained in the profession.

This report presents results from the 1987-88 SASS and the 1988-89 TFS. It provides a comprehensive portrait of public and private schools and staffing in the United States, including data on schools, school districts, principals, and teachers. The information is presented in the context of school characteristics. Each table provides data disaggregated within the public and private sectors by community type, school level, school size, and percent minority enrollment. This report therefore enables local educators and policy makers to reflect on how conditions in their schools compare with national data for similar types of schools.

The education of children takes place in a context of schools, with the assistance of teachers and principals. This report, and the SASS, provide a statistical profile of that learning environment in the United States. Policy makers and educators can use this information to understand first the issues in education today, and to develop policies and programs that will work in America's educational system.

Paul Planchon, Associate Commissioner
Elementary/Secondary Education Statistics Division

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Highlights

This report summarizes results of the Schools and Staffing Survey (1987–88) and the Teacher Followup Survey (1988–89) and describes the characteristics of local education agencies, schools, and teachers in the nation's elementary and secondary education system. Some of the highlights are as follows:

Schools and Students

- In 1987–88, there were more than 105,000 elementary, secondary, or combined schools. Of these schools, 78,600 were public and 26,800 were private.[1] More than 45,100,000 students attended these schools: 39,900,000 went to public schools, and 5,200,000 went to private schools.

- The average school had 428 students. Public schools were larger (averaging 508 students) than private schools (averaging 195 students).

- Twenty-eight percent of students attending elementary or secondary school were minority in 1987–88: 15 percent were black; 9 percent were Hispanic; 3 percent were Asian–Pacific Islander; and 1 percent were Native American.

- In 1988, schools with 12th grades required an average of 3.8 years of English-language arts for high school graduation, 2.5 years of mathematics-computer science, 2.9 years of social sciences and social studies (for example history, geography, economics), 2.1 years of physical and biological sciences, and .5 years of foreign language. In each of these subject areas, more years were required, on average, in private schools than in public schools.

- Fifty-seven percent of 12th graders in October 1986 were enrolled in college preparatory or academic track programs.

The School Work Force

- In 1987–88, there were just over 2,630,000 elementary and secondary school teachers: about 2,320,000 public school teachers and 307,000 private school teachers. There were more than 103,000 school principals.

- In addition to teachers and principals, public and private schools in 1987–88 employed 86,000 guidance counselors, 79,000 librarians and media personnel, 109,000 other professionals, 408,000 teacher aides, and 498,000 non-instructional personnel.

- Fifty percent of all schools had no minority teachers (44 percent of public schools and 67 percent of private schools). Fourteen percent had more than 30 percent minority teachers. Eleven percent of all schools had minority principals.

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[1] These estimates are lower than those produced by the NCES Public Elementary/Secondary School Universe Survey of the Common Core of Data. See Appendix A for a discussion of the reasons for this difference.

- In 1987–88, 71 percent of teachers were female, and 29 percent were male. The average teacher was 40 years old. Sixty-nine percent of principals were male, and 31 percent were female. The average principal was 46 years old.

- Twelve percent of all teachers belonged to a minority group (13 percent in public schools and 9 percent in private schools). There were more black teachers than teachers of any other minority group (7 percent of all teachers). Blacks were followed by Hispanics (3 percent of all teachers) and Native American and Asian teachers (1 percent each of all teachers).

- Fifty-three percent of teachers had a bachelor's degree, and 46 percent had obtained a higher degree. The average teacher had more than 14 years of teaching experience.

Working Conditions

- The average class size for teachers in self-contained classrooms (mostly elementary teachers) was 26 students, while the average class size for teachers in departments (mostly secondary teachers) was 24 students.

- Public school teachers in self-contained classrooms taught more total hours per week in basic subject areas—English, mathematics, social studies, and the sciences—on average, than their private school counterparts (20.9 compared with 18.2 hours).

- In 1987–88 a larger proportion of public school teachers were full-time (92 percent) as compared with private school teachers (84 percent).

Compensation

- In 1987–88, the average base salary for teachers was $25,205 per year. In public schools, the average was $26,231, compared with $16,562 in private schools. The average annual salary for principals was $37,663; $41,963 in public schools and $22,350 in private schools.

- Forty-one percent of all teachers strongly agreed or agreed with the statement "I am satisfied with my teaching salary."

- Among all public and private schools, most offered teachers (and paid at least part of the cost of) medical (90 percent), dental (59 percent), life insurance, (65 percent), and pension benefits (64 percent); and 56 percent of all schools offered teachers some in-kind benefits. With the exception of in-kind benefits, these benefits were more commonly available to public school teachers: medical (offered to 95 percent of public and 75 percent of private school teachers); dental (offered to 65 percent of public and 37 percent of private school teachers); life insurance (offered to 72 percent of public and 44 percent of private school teachers); pension programs (offered to 68 percent of public and 53 percent of private school teachers); and in-kind (offered to 53 percent of public and 67 percent of private school teachers).

Attitudes

- On an overall measure, 32 percent of teachers reported that they were generally satisfied with their working conditions.

- The student behavior problems that teachers most commonly reported to be serious problems in their schools included student absenteeism (reported by 15 percent of all public and private school teachers), student alcohol use (11 percent), student tardiness (10 percent), student drug use (7 percent), and verbal abuse of teachers (7 percent). There were differences between public and private school teachers: absenteeism was reported to be a serious problem by 16 percent of public and 4 percent of private school teachers; alcohol use by 11 percent of public and 4 percent of private school teachers; tardiness by 11 percent of public and 4 percent of private school teachers; drug use by 8 percent of public and 2 percent of private school teachers; and verbal abuse by 8 percent of public and 2 percent of private school teachers. In both public and private schools, principals were less likely than teachers to say that these problems were "serious."

- Among all teachers, 33 percent said that if they were starting over, they would certainly become a teacher again; and 7 percent said that they certainly would not choose teaching again.

Supply, Demand, and Shortage of Teachers

- During the 1987–88 school year, 99 percent of the teaching positions approved by public school districts and 98 percent of those approved by private schools were filled.

- In 1987–88, 53 percent of administrators in schools that had vacant teaching positions reported that they had no difficulty filling those vacancies; 19 percent said that they had difficulty; and 28 percent said that they had difficulty in some fields.

- In 1987–88, 11 percent of teachers were newly hired by their schools, and 3 percent were first-time teachers. Among newly hired, experienced teachers, 75 percent had taught elsewhere the previous year; 7 percent were homemaking; 6 percent were working outside of education; 4 percent were in college; 3 percent were of unknown status; 2 percent were unemployed; and 2 percent were retired.

- In 1988–89, 94 percent of teachers who had been teaching in 1987–88 were still teaching. Eighty-six percent of 1987–88 teachers stayed at the same school where they had been teaching in 1986–87; 8 percent moved to some other school; and the remaining 6 percent had left teaching.

- The proportions of stayers, movers, and leavers did not vary by teaching field.

- Whereas 50 percent of all private school teachers who changed schools between 1987–88 and 1988–89 went to public schools, only 3 percent of public school teachers who moved went to private schools.

- Private school teachers were much more likely than public school teachers to move for a better salary or benefits.

- Teachers who left teaching were more likely to leave because of a family or personal move or for health reasons than for any of the other reasons included in the survey: 38 percent of teachers who left cited a family or personal move or reasons related to health. The second most likely reason for leaving was retirement (19 percent).

Contents

	Page
Foreword	iii
Acknowlegments	iv
Highlights	v
List of Figures	ix
List of Tables	xii
1 Introduction	1
Background	1
Purpose of This Report	2
Organization of This Report	3
2 Schools and Students	5
School Size and Structure	8
Student Characteristics	11
School and District Programs and Services	17
Academic Programs	21
3 The Work Force	26
Composition of the School Work Force	26
Demographic Characteristics of the School Work Force	30
Qualifications of Teachers and Principals	44
4 Working Conditions	52
Teaching Load	52
Time Teaching Core Subjects	56
Assignments	57
5 Compensation	63
Salaries and Other Compensation	63
Scheduled Salaries, Degrees and Teaching Experience	71
Satisfaction with Teaching Salary	74
Benefits Offered or Received	74
6 Attitudes	80
School Policies and Practices	80
School Problems	84
Influence on School Practices	94
Teacher Attitudes Toward Teaching as a Career	99
7 Supply, Demand, and Shortage of Teachers	108
Aspects of Supply, Demand, and Shortage of Teachers	108
Source of Current Supply	120
Teacher Turnover	124
Stayers, Movers, and Leavers	125
8 Conclusion	144
Appendix A: Technical Notes	147
Appendix B: Selected Standard Errors	161
Index	179

List of Figures

Figure		Page
2.1	Number of public and private schools, by community type: 1987–88	5
2.2	Number of public and private school students, by community type: 1987–88	5
2.3	Average number of public and private school students per full-time equivalent teacher, by community type: 1987–88	9
2.4	Percentage distribution of public and private school students, by school size and community type: 1987–88	11
2.5	Percentage of minority students in public and private schools, by community type: 1987–88	11
2.6	Percentage of public and private schools offering various programs and services: 1987–88	20
2.7	Percentage of public and private school students in academic or college preparatory programs, by community type: 1987–88	25
3.1	Number of public and private school teachers, by community type: 1987–88	26
3.2	Percentage distribution of all schools and public and private schools, by percent minority teachers: 1987–88	30
3.3	Percentage of minority teachers in all schools and public and private schools: 1987–88	31
3.4	Percentage of all schools and public and private schools with minority principals: 1987–88	31
3.5	Percentage of public and private school teachers and principals, by sex: 1987–88	36
3.6	Percentage of all school teachers and principals and public and private school teachers and principals, by race–ethnicity: 1987–88	37
3.7	Percentage distribution of all teachers and public and private school teachers, by highest degree earned: 1987–88	45
4.1	Average class size for teachers in self-contained classrooms and teachers in departments in all schools and public and private schools: 1987–88	52
4.2	Average class size for public and private elementary school teachers in self-contained classrooms, by community type: 1987–88	53
4.3	Average hours per week that public and private elementary school teachers in self-contained classrooms spent teaching certain subjects: 1987–88	56
4.4	Percentage of full- and part-time teachers in public and private schools by teaching status: 1987–88	57

5.1 Average base salary for full-time public and private elementary and secondary school teachers, by community type: 1987–88 69

5.2 Average salary for public and private elementary and secondary school principals, by community type: 1987–88 70

5.3 Average scheduled salary for public and private elementary school teachers with various degrees and levels of teaching experience, by community type: 1987–88 71

5.4 Percentage of all teachers and public and private school teachers by agreement with the statement *I am satisfied with my teaching salary:* 1987–88 74

5.5 Percentage of all schools and public and private schools where teachers were offered certain benefits: 1987–88 75

5.6 Percentage of all schools and public and private schools where principals received certain benefits: 1987–88 75

6.1 Percentage of public and private school teachers who were highly satisfied with various aspects of their working conditions: 1987–88 81

6.2 Percentage of public and private school teachers who viewed certain issues as serious problems, by community type: 1987–88 85

6.3 Percentage of public and private school principals who viewed certain issues as serious problems, by community type: 1987–88 89

6.4 Percentage of principals who thought that various groups or persons had a great deal of influence on certain activities: 1987–88 95

6.5 Percentage of teachers who thought that they had a great deal of influence on certain policies: 1987–88 98

6.6 Percentage distribution of public and private school teachers by reported likelihood of becoming a teacher again, by community type: 1987–88 99

7.1 Average percentage of approved positions filled and average percentage filled with newly hired teachers in public school districts and private schools: 1987–88 109

7.2 Percentage distribution of public and private schools with vacancies reported, by difficulty in finding qualified applicants: 1987–88 111

7.3 Percentage of public and private schools that used various methods to compensate for unfilled vacancies: 1987–88 113

7.4 Percentage of public school districts that offered retraining to prepare staff members to teach in fields with current or anticipated shortages, by field: 1987–88 118

7.5 Percentage distribution of newly hired, experienced teachers in public and private schools, by previous year's activity: 1987–88 121

7.6 Average percentage of public and private school teachers who left and who were added to their schools' staffs between October 1986 and October 1987: 1987–88 124

7.7 Percentage of 1987–88 public and private school teachers who stayed in their 1987–88 schools (stayers), moved to different schools (movers), or left teaching (leavers), by 1988–89: 1987–88 and 1988–89 125

7.8 Percentage distribution of teachers who changed schools (movers) between 1987–88 and 1988–89 school sectors in 1987–88 and primary reason for moving: 1987–88 and 1988–89 131

7.9 Percentage distribution of teachers who changed schools (movers), by sector in 1987–88 and type of move: 1987–88 and 1988–89 134

7.10 Percentage distribution of public and private school teachers who left teaching (leavers), by main reason for leaving: 1987–88 and 1988–89 135

7.11 Average 1987–88 and 1988–89 total income for public and private school teachers who were stayers, movers, and leavers: 1987–88 and 1988–89 140

List of Tables

Table		Page
2.1	Number of public and private schools and students and average number of students per full-time equivalent (FTE) teacher, by selected school characteristics: 1987–88	6
2.2	Number of public schools and students and average number of students per full-time equivalent (FTE) teacher, by state: 1987–88	7
2.3	Percentage distribution of schools and students and average school size, by selected school characteristics: 1987–88	10
2.4	Percentage distribution of students by racial–ethnic background and percent minority students, by selected school characteristics: 1987–88	12
2.5	Percentage distribution of students by racial–ethnic background and percent minority students in public schools, by state: 1987–88	14
2.6	Percentage of schools by size and percent minority, by private school type: 1987–88	16
2.7	Percentage of schools in which various programs and services were available to students, by selected school characteristics: 1987–88	18
2.8	Average years of instruction required for high school graduation in schools with 12th grade, and average rates of graduation, enrollment in academic or college preparatory track, and college application among 1986–87 twelfth graders, by selected school characteristics: 1987–88	22
2.9	Average years of instruction required for high school graduation in public schools with 12th grade, and average rates of graduation, enrollment in academic or college preparatory track, and college application among 1986–87 twelfth graders, by state: 1987–88	24
3.1	Number of teachers and principals, by selected school characteristics: 1987–88	27
3.2	Number of full-time equivalent employees by employee type and number of students, by selected school characteristics: 1987–88	28
3.3	Percentage distribution of schools by percent minority teachers, average percent minority teachers, and percentage of schools with minority principals, by selected school characteristics: 1987–88	32
3.4	Percentage distribution of public schools by percent minority teachers, average percent minority teachers, and percentage with minority principals, by state: 1987–88	34
3.5	Percentage distribution of teachers by sex and race–ethnicity, percent minority teachers, and average teacher age, by selected school characteristics: 1987–88	38
3.6	Percentage distribution of principals by sex and race–ethnicity, percent minority principals, and average principal age, by selected school characteristics: 1987–88	40

3.7 Percentage distribution of teachers by sex and race–ethnicity, by private school type: 1987–88 42

3.8 Percentage distribution of principals by sex and race–ethnicity, by private school type: 1987–88 43

3.9 Percentage distribution of teachers and principals by highest degree earned and average years of teaching experience, by selected school characteristics: 1987–88 46

3.10 Percentage distribution of teachers and principals in public schools by highest degree earned and average years of teaching experience, by state: 1987–88 48

3.11 Percentage distribution of public school teachers by type of certification in main assignment field, by state: 1987–88 50

4.1 Average number of periods taught per day by teachers in departments, and average class size, by selected school characteristics: 1987–88 54

4.2 Average hours per week and percentage of teaching hours per week that elementary school teachers in self-contained classes spent teaching certain subjects, by selected school characteristics: 1987–88 58

4.3 Percentage distribution of teachers by teaching status and type of teacher, by selected school characteristics: 1987–88 60

4.4 Number of teachers by sector and level, by main assignment field: 1987–88 62

5.1 Average earnings for full-time teachers, percentage of teachers who received various types of compensation, and average principal salary, by selected school characteristics: 1987–88 64

5.2 Average full-time public school teacher and principal salaries and percentage of teachers who were strongly or somewhat satisfied with their salaries, by state: 1987–88 66

5.3 Average salaries of principals and teachers, by private school type: 1987-88 68

5.4 Average scheduled salary for full-time teachers by highest degree earned and years of teaching experience, by selected school characteristics: 1987–88 72

5.5 Percentage distribution of teachers by response to the statement *I am satisfied with my teaching salary,* by selected school characteristics: 1987–88 76

5.6 Percentage of schools in which teachers were offered and principals received various benefits, by selected school characteristics: 1987–88 78

6.1 Percentage of teachers who were highly satisfied with various aspects of their working conditions, by selected school characteristics: 1987–88 82

6.2 Percentage of teachers and principals who perceived certain issues as serious problems in their schools, by selected school characteristics: 1987–88 86

6.3 Percentage of teachers and principals in public schools who thought that certain issues were serious problems in their schools, by state: 1987–88 90

6.4a Percentage distribution of teachers by perceptions about seriousness of problems, by private school type: 1987–88 92

6.4b Percentage distribution of teachers by perceptions about seriousness of problems, by private school type: 1987–88 93

6.5 Percentage of principals who thought that various groups or persons had a great deal of influence on school decisions on certain activities, by selected school characteristics: 1987–88 96

6.6 Percentage of teachers who thought that they had a great deal of influence on certain policies, by selected school characteristics: 1987–88 100

6.7 Percentage distribution of teachers by reported likelihood of becoming a teacher again and plans to remain in teaching, by selected school characteristics: 1987–88 102

6.8 Percentage distribution of teachers in public schools by reported likelihood of becoming a teacher again and plans to remain in teaching, by state: 1987–88 104

6.9 Percentage distribution of teachers by attitude toward becoming a teacher if they could start college over, by private school type: 1987–88 106

6.10 Percentage distribution of teachers by plans to remain in teaching, by private school type: 1987–88 107

7.1 Average percentage of approved positions filled, vacant or filled with long-term substitutes, or withdrawn in public districts and private schools, by selected public school district and private school characteristics: 1987–88 110

7.2 Percentage distribution of schools that had vacancies by difficulty in finding qualified applicants and percentage of schools that used various methods to compensate for unfilled vacancies, by selected school characteristics: 1987–88 114

7.3 Average percentage of approved positions vacant and percentage distribution of public schools that had vacancies by difficulty in finding qualified applicants, by state: 1987–88 116

7.4 Percentage of public districts and private schools that provided free retraining to prepare staff members to teach in fields with current or anticipated shortages, by selected public school district and private school characteristics: 1987–88 119

7.5 Percentage of full-time teachers who were newly hired and who were first-time teachers, and percentage distribution of newly hired, experienced teachers by 1986–87 main activity, by selected school characteristics: 1987–88 122

7.6 Average percentage of teachers who left (separations) and who were added (additions) to schools' staffs between October 1986 and October 1987, by selected school characteristics: 1987–88 126

7.7 Percentage of 1987–88 teachers who were still teaching in 1988–89; of those still teaching, percentage who stayed in the same school and who changed schools; and percentage of 1987–88 teachers who remained in their schools (stayers), changed schools (movers), or left teaching (leavers), by selected school characteristics: 1988–89 128

7.8 Percentage of teachers who were teaching in 1987–88 who were still teaching in 1988–89; percentages of those who stayed in the same school or changed schools; and percentage who left teaching by sector, by teaching field: 1988–89 130

7.9 Percentage of teachers who changed schools (movers) and percentage distribution of movers by main reason for moving, by selected school characteristics: 1988–89 132

7.10 Percentage of teachers who changed schools (movers) and percentage distribution of movers by type of move, by selected characteristics of 1987–88 schools: 1988–89 136

7.11 Percentage of teachers who left teaching (leavers) and percentage distribution of leavers by main reason for leaving, and by selected school characteristics: 1987–88 and 1988–89 138

7.12 Average income of stayers, movers, and leavers, by sources of income: 1987–88 and 1988–89 141

7.13 Percentage of stayers, movers, and leavers who were very or somewhat satisfied with various aspects of their current jobs: 1988–89 143

Appendix Tables

Selected Standard Errors 161

Chapter 1

Introduction

Background

The 1980s was a time for reevaluating American education policy, programs, and practice. During this decade, a number of reports and studies examined the quality of the schools and their products, highlighted their shortcomings, and proposed strategies to enhance educational outcomes.[1] Without exception, it was recognized that teachers are central to any reform strategy, and who teaches, the way teachers teach, and how to attract and retain a qualified work force became issues of special concern. Even though teachers were viewed as one source of the "problem," they were also seen as critical to solving it.

The National Education Summit in 1989, at which the nation's Governors and the President initiated a campaign to improve educational performance, accentuated the particular role of teachers and school staff in the reform process:

> Sweeping changes in our education system must be made. Educators must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of students...our public education system must be fundamentally restructured in order to ensure that all students can meet higher standards. This means reorienting schools so they focus on results, not on procedures; giving each school's principal and teachers the discretion to make more decisions and the flexibility to use federal, state, and local resources in more productive, innovative ways that improve learning; [and] providing a way for gifted professionals who want to teach to do so through alternative certification avenues.[2]

Deciding how best to restructure schools requires a clear understanding of where we are now. Although the education enterprise has been under scrutiny for a number of years, no single data set has characterized the schools; the school work force; and the policies, practices, and working conditions that typify the nation's elementary and secondary education institutions. As a result, discussions about the kinds of teachers that are needed in schools, the demand or shortage of qualified teachers, and so forth, are often not grounded in high-quality data.

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[1] See, for example, National Commission on Excellence in Education, *A Nation at Risk: The Imperative for Educational Reform* (Washington, D.C.: 1983); Education Commission of the States, Task Force on Education for Economic Growth, *Action for Excellence* (Denver: Education Commission of the States, 1983); John Goodlad, *A Place Called School* (New York: McGraw-Hill, Inc., 1983); Ernest L. Boyer, *High School: A Report on Secondary Education in America* (New York: Harper & Row, Publishers, Inc., 1983); Carnegie Forum on Education and the Economy, *A Nation Prepared: Teachers for the 21st Century* (Washington, D.C.: Carnegie Forum on Education and the Economy, 1986); The Holmes Group, *Tomorrow's Teachers* (East Lansing, MI: Michigan State University, 1986); National Governors' Association, *Time for Results: The Governors' 1991 Report on Education* (Washington, D.C.: National Governors' Association, 1991); Association for Supervision and Curriculum Development, *School Reform Policy: A Call for Reason* (Alexandria, VA: Association for Supervision and Curriculum Development, 1986); Denis P. Doyle, Bruce S. Cooper, and Roberta Trachtman, *Taking Charge: State Action on School Reform in the 1980s* (Indianapolis: The Hudson Institute, 1990).

[2] U.S. Department of Education, *National Goals for Education* (Washington, D.C.: U.S. Department of Education, July 1990) 2,10.

Purpose of This Report

This document provides basic information about schools in America and the teachers and principals who make up most of the elementary and secondary school work force. At a time when the public, policymakers, and education practitioners are looking for ways to invigorate our nation's schools and upgrade the teaching force, this report helps provide the kinds of comprehensive data about schools and teachers that are necessary for this effort.

The basis for this report, the 1987–88 Schools and Staffing Survey, had the following five objectives (Hudson and Darling-Hammond 1987):

- To profile the nation's elementary and secondary school teaching force;
- To improve estimates and projections of teacher supply and demand by teaching field, sector, level, and geographic location;
- To allow analyses of teacher mobility and turnover;
- To enhance assessments of teacher quality and qualifications; and
- To provide information on school policies and practices and workplace conditions.

The Schools and Staffing Survey (SASS) is an integrated set of surveys conducted by the National Center for Education Statistics. It was first conducted in 1987–88, and was repeated in 1990–91. The 1987–88 sample consisted of more than 56,000 public and 11,000 private school teachers from more than 9,300 public and 3,500 private schools. The SASS consists of the following components:

- A School Survey—two versions, one for public and one for private schools;
- A School Administrator survey—a single version for both public and private school principals;
- A Teacher Survey—two versions, one for public and one for private school teachers; and
- A Survey of Teacher Demand and Shortage—two versions, one for public school districts and one for private schools.

Taken together, SASS provides a comprehensive portrait of each component of the educational system including schools, districts, principals, and teachers, in both the public and private sectors. It was designed to support estimates at the regional, state and national levels for public schools and at the national and affiliation levels for private schools. The teacher sample provides data on both new and experienced teachers by major assignment fields.

This report also uses data from the Teacher Followup Survey (TFS). This survey, which includes both public and private school teachers, had two questionnaires, one for teachers who left the profession and one for teachers who remained. The sample for the TFS was a subsample of public and private school teachers who responded to the Teacher Survey component of the SASS. When used in conjunction with SASS data, the TFS provides added information on where teachers who leave go and how teachers who stay and leave may differ.

Organization of This Report

This report consists of eight chapters. This first chapter provides an introduction to the Schools and Staffing Survey. Chapter 2 profiles the nation's public and private elementary and secondary schools and students. Chapter 3 describes the teachers, principals, and others who make up the school work force. The focus of Chapter 4 is on working conditions in the schools, particularly issues of teaching load, class size, and fields of assignment. Chapter 5 addresses questions of compensation such as teacher and principal earnings and benefits. Next, Chapter 6 explores teacher and principal attitudes toward school policies and practices, their satisfaction with the profession, and their perception of school problems and of their influence on school practices. Chapter 7 examines the complex issues of supply, demand, and shortage of teachers by looking at vacancies and how they are addressed, teacher turnover, sources of new hires, and the stability of the work force in terms of retention and separation of teachers from schools. Chapter 8 concludes the report. Appendix A contains the Technical Notes, which provide detailed information about the survey and sample, the data sets, methodology, and accuracy of the estimates. Appendix B includes standard errors of the estimates cited in the text of the report and standard errors for selected state tables.

Each chapter includes a brief summary of highlights followed by a series of figures and tables. Differences among groups reported throughout the text were evaluated using a two-tailed t-test. All differences cited in the text are significant at $p \leq .05$, using a two-tailed t-test with Bonferroni adjustments for multiple comparisons. Not all significant findings are discussed. An explanation of the procedure used is provided in the Technical Notes.

With a few exceptions, each table in this report is one of two types. In the first type of table, the first row shows the total for public and private schools together. Separate rows provide totals for public and private schools. Within each sector, data are reported by community type (urban, suburban, and rural–small city) and within each community type, by school level, percent minority enrollment, and school size. In the second type of table, data are reported by state (for public schools) or affiliation (for private schools).[3]

Community type was assigned to a school based on the school administrator's report of the type of community in which the school was located. Throughout this report, "urban" means a medium-sized city (50,000 to 100,000 people), large city (100,000 to 500,000 people), or a very large city (more than 500,000 people); "suburban" means a suburb of a medium-sized, large, or very large city, or a military base or station; and "rural–small city" means a rural or farming community, a small city or town of fewer than 50,000 people that was not a suburb of a larger city, or an Indian reservation.

Row variables and selected column variables are defined in Appendix A. In some tables percentage distributions do not add to 100 percent due to rounding.

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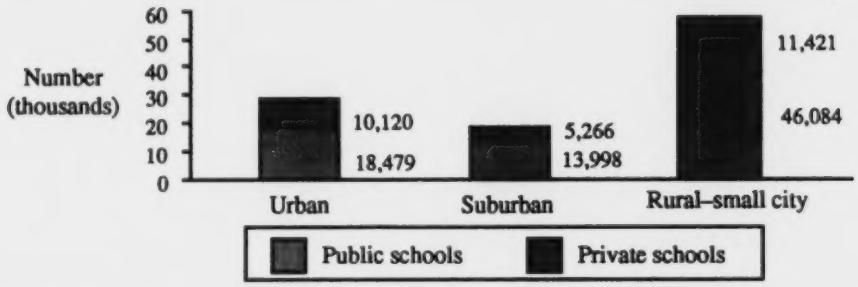
[3]For addition tables on private schools by affiliation, see U.S. Department of Education, National Center for Education Statistics, *Detailed Characteristics of Private Schools and Staff: 1987–88*, December 1991.

Chapter 2

Schools and Students

In 1987–88, there were approximately 105,000 schools in the United States. About 79,000 of these schools were public and about 27,000 were private (tables 2.1 and 2.2).[4] Of the public schools, 18,000 were located in urban communities, 14,000 in suburban communities, and 46,000 in rural areas or small cities (figure 2.1). In the private sector, 10,000 schools were located in urban communities, 5,000 in suburban communities, and 11,000 in rural areas or small cities.

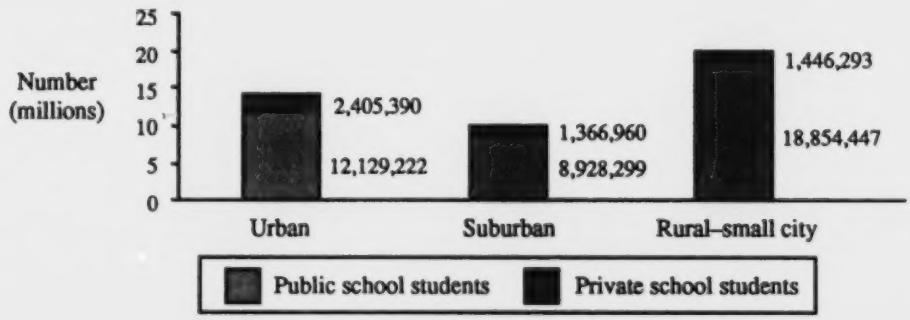
Figure 2.1—Number of public and private schools, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

Forty-five million students were enrolled in these schools: about 40 million in public schools and about 5 million in private schools. More students were enrolled in schools located in rural areas or small cities (20 million), than in urban communities (15 million), which, in turn, was more than the number enrolled in suburban communities (10 million) (figure 2.2). In all three community types, the great majority of the students were enrolled in public schools.

Figure 2.2—Number of public and private school students, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

[4] In tables 2.1 and 2.2, details may not add to totals due to rounding error.

21

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Table 2.1—Number of public and private schools and students and average number of students per full-time equivalent (FTE) teacher, by selected school characteristics: 1987–88

	Total			Public			Private		
	Schools	Students	Average students/ FTE tchr.	Schools	Students	Average students/ FTE tchr.	Schools	Students	Average students/ FTE tchr.
TOTAL	105,367	45,130,611	17.1	78,561	39,911,968	17.5	26,807	5,218,643	15.8
Urban	28,599	14,534,612	17.9	18,479	12,129,222	18.7	10,120	2,405,390	16.5
School level									
Elementary	20,107	8,874,841	19.1	13,620	7,473,84	19.4	6,487	1,400,996	18.4
Secondary	5,181	4,793,543	16.9	3,934	4,316,501	17.9	1,247	477,042	13.9
Combined	3,310	866,228	12.6	924	338,875	12.6	2,386	527,353	12.6
Minority enrollment									
Less than 20%	10,476	4,350,913	17.3	4,806	2,937,830	18.9	5,670	1,413,083	15.9
20% or more	18,123	10,183,700	18.3	13,672	9,191,392	18.7	4,450	992,307	17.2
School size									
Less than 150	5,160	365,773	12.0	949	72,464	10.2	4,212	293,308	12.4
150 to 499	11,790	3,800,284	18.8	6,977	2,503,729	18.6	4,814	1,296,555	19.2
500 to 749	6,270	3,789,401	19.7	5,583	3,390,311	19.6	687	399,089	20.0
750 or more	5,378	6,579,155	19.6	4,970	6,162,717	19.5	408	416,438	20.1
Suburban	19,264	10,295,259	17.6	13,998	8,928,299	18.3	5,266	1,366,960	15.8
School level									
Elementary	13,578	5,939,043	18.6	10,137	5,200,984	18.9	3,441	738,059	17.6
Secondary	3,990	3,871,241	17.1	3,524	3,617,886	17.5	466	253,355	14.4
Combined	1,696	484,975	11.5	337	109,429	10.7	1,359	375,546	11.8
Minority enrollment									
Less than 20%	13,128	6,720,861	17.3	9,084	5,610,758	18.0	4,045	1,110,103	15.6
20% or more	6,136	3,574,398	18.4	4,914	3,317,541	19.0	1,221	256,857	16.3
School size									
Less than 150	2,736	196,393	11.9	511	43,338	11.6	2,225	153,054	11.9
150 to 499	8,265	2,821,553	18.1	5,943	2,171,547	17.9	2,322	650,006	18.5
500 to 749	4,356	2,626,387	19.3	3,937	2,375,973	19.2	419	250,415	20.1
750 or more	3,907	4,650,926	18.8	3,607	4,337,441	19.0	300	313,484	17.0
Rural–small city	57,505	20,300,740	16.5	46,084	18,854,447	16.8	11,421	1,446,293	15.2
School level									
Elementary	38,031	12,105,224	17.4	30,873	11,272,749	17.6	7,158	832,475	16.4
Secondary	12,568	6,603,327	15.6	11,856	6,438,353	15.8	712	164,975	11.1
Combined	6,906	1,592,188	13.3	3,354	1,143,345	12.9	3,551	448,843	13.7
Minority enrollment									
Less than 20%	43,193	14,215,643	16.4	33,110	12,937,718	16.7	10,083	1,277,924	15.3
20% or more	14,312	6,085,097	16.9	12,974	5,916,729	17.2	1,338	168,368	14.4
School size									
Less than 150	14,838	1,078,904	13.9	7,209	635,474	13.6	7,629	443,431	14.2
150 to 499	29,125	8,987,640	17.0	25,547	8,125,901	16.9	3,577	861,739	17.3
500 to 749	8,843	5,295,717	18.2	8,677	5,196,959	18.2	—	—	—
750 or more	4,700	4,938,478	18.6	4,650	4,896,114	18.6	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Table 2.2—Number of public schools and students and average number of students per full-time equivalent (FTE) teacher, by state: 1987–88

	Number of schools	Number of students	Average students/ FTE teacher
TOTAL	78,561	39,911,968	17.5
Alabama	1,362	781,015	20.0
Alaska	459	115,012	14.8
Arizona	964	535,944	18.4
Arkansas	1,044	412,268	16.9
California	7,088	4,369,838	22.8
Colorado	1,206	538,965	16.8
Connecticut	943	450,677	14.0
Delaware	161	88,780	15.4
Dist. of Columbia	182	82,690	16.0
Florida	2,092	1,648,799	17.4
Georgia	1,729	1,148,022	17.9
Hawaii	234	179,107	19.1
Idaho	533	195,347	19.1
Illinois	3,749	1,748,083	17.2
Indiana	1,849	1,001,449	18.1
Iowa	1,449	492,387	15.1
Kansas	1,404	415,841	14.7
Kentucky	1,363	695,529	18.3
Louisiana	1,430	766,380	18.4
Maine	710	209,171	15.5
Maryland	1,184	655,464	18.1
Massachusetts	1,743	886,569	15.5
Michigan	3,195	1,560,716	20.3
Minnesota	1,369	692,809	17.2
Mississippi	887	547,366	18.7
Missouri	1,962	812,873	15.8
Montana	673	179,695	13.7
Nebraska	1,065	284,549	14.1
Nevada	288	172,734	18.7
New Hampshire	432	163,044	15.9
New Jersey	2,223	1,113,344	13.8
New Mexico	632	286,638	18.9
New York	3,935	2,638,345	15.2
North Carolina	1,919	1,062,547	18.4
North Dakota	492	119,194	13.5
Ohio	3,780	1,763,640	17.5
Oklahoma	1,758	617,800	15.5
Oregon	1,202	467,897	17.8
Pennsylvania	3,270	1,684,350	18.0
Rhode Island	287	125,954	16.3

Table 2.2—Number of public schools and students and average number of students per full-time equivalent (FTE) teacher, by state: 1987–88—continued

	Number of schools	Number of students	Average students/ teacher
South Carolina	1,098	650,716	18.1
South Dakota	586	127,403	14.1
Tennessee	1,596	854,049	19.4
Texas	5,358	3,086,029	15.9
Utah	662	393,779	24.1
Vermont	374	89,942	14.2
Virginia	1,728	959,121	16.3
Washington	1,617	800,224	20.0
West Virginia	1,072	363,172	15.9
Wisconsin	1,870	769,267	16.8
Wyoming	354	107,436	14.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

School Size and Structure

Basic descriptive information on school size and structure sets the context for examining other aspects of schools and staffing. School size and structure both affect and are affected by staffing needs and the organization of instruction within schools.

In 1987–88, the average number of students per full-time equivalent teacher was 17.1 (table 2.1).[5] In the public sector, the ratio was lower in rural–small city schools (16.8) than in urban and suburban schools (18.7 and 18.3, respectively) (figure 2.3). In the private sector, the ratio was lower in rural–small city schools (15.2) than in urban schools (16.5), but not significantly different from the ratio in suburban schools (15.8). In each community type, the ratio was higher in public schools than in private schools.

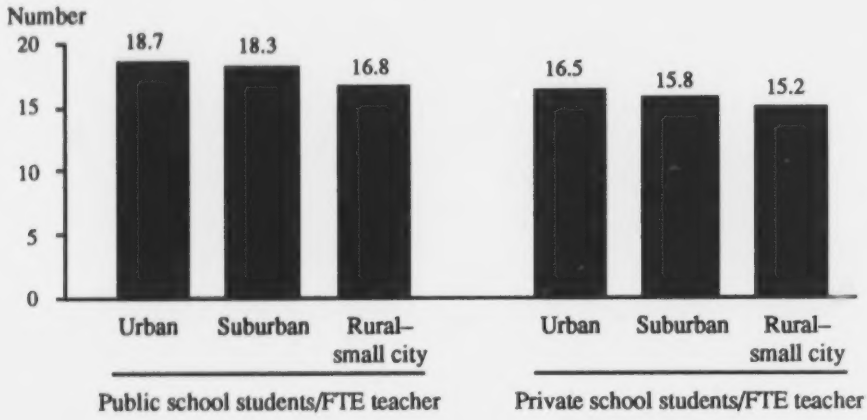
In each community type, more than one-half of all students were enrolled in elementary schools, and approximately one-third were enrolled in secondary schools. The rest were enrolled in combined elementary and secondary schools (table 2.3). In each community type, a much greater proportion of private school students than public school students attended combined elementary and secondary schools. In the public sector, the greatest proportion of students in combined schools was in rural–small city areas (6 percent), compared with 3 percent in urban communities, which was greater than the 1 percent in suburban communities. In the private sector, rural–small city communities had a greater proportion of students in combined schools (31 percent) than did urban communities (22 percent). There was no statistically significant difference between

[5] The ratio of students to full-time equivalent teachers was computed for each school, and the average over all schools computed. A full-time equivalent teacher is one who has a full-time teaching assignment. For example, a person working two periods as a teacher and three periods as a guidance counselor would be a .4 FTE teacher and a .6 FTE guidance counselor.

suburban and either urban or rural–small city communities in the proportion of students enrolled in combined private schools.

On average, public schools were much larger than private schools: 508 students compared with 195 students (table 2.3). Also, public school students were much more likely than private school students to attend large schools: 39 percent of all public school students attended schools larger than 750, compared with only 15 percent of all private school students. In each sector there was some variation by community type (figure 2.4). No significant differences were found in the percentage of students attending differently sized schools in urban and suburban communities. However, rural–small city communities differed from these two community types in this respect: a greater proportion of students in rural areas and small cities attended schools with less than 150 students, and a smaller proportion attended very large schools (more than 750 students). See table 2.6 for data on private school size by affiliation.

Figure 2.3—Average number of public and private school students per full-time equivalent teacher, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

Urban public schools were much more likely than public schools in other community types, or private schools in any community type, to have a minority enrollment of 20 percent or more. Whereas 74 percent of urban public schools had a minority enrollment of 20 percent or more, only 35 percent of suburban and 28 percent of rural–small city public schools had such an enrollment. In the private sector, 44 percent of urban schools had a minority enrollment of 20 percent or more, compared with only 23 percent of suburban schools and 12 percent of rural–small city schools.

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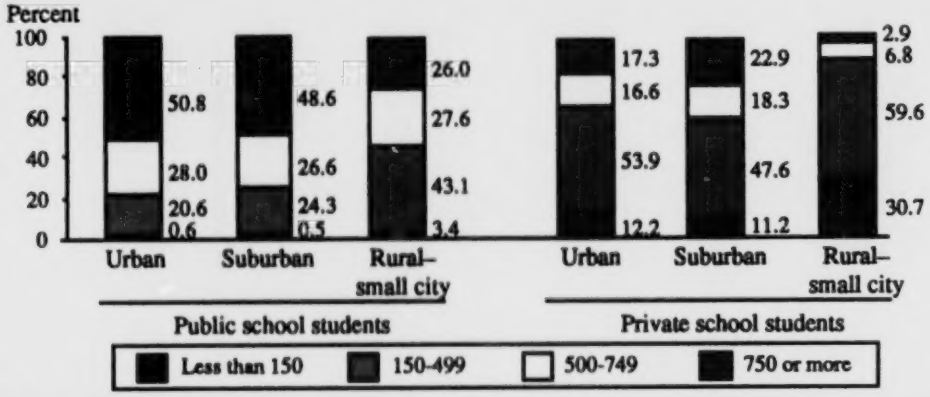
Table 2.3—Percentage distribution of schools and students and average school size, by selected school characteristics: 1987–88

	Total			Public			Private		
	Schools	Students	Avg. size	Schools	Students	Avg. size	Schools	Students	Avg. size
TOTAL	100.0	100.0	428	100.0	100.0	508	100.0	100.0	195
Urban	27.1	32.2	508	23.5	30.4	656	37.8	46.1	238
School level									
Elementary	70.3	61.1	441	73.7	61.6	549	64.1	58.2	216
Secondary	18.1	33.0	925	21.3	35.6	1,097	12.3	19.8	383
Combined	11.6	6.0	262	5.0	2.8	367	23.6	21.9	221
Minority enrollment									
Less than 20%	36.6	29.9	415	26.0	24.2	611	56.0	58.7	249
20% or more	63.4	70.1	562	74.0	75.8	672	44.0	41.3	223
School size									
Less than 150	18.0	2.5	71	5.1	0.6	76	41.6	12.2	70
150 to 499	41.2	26.1	322	37.8	20.6	359	47.6	53.9	269
500 to 749	21.9	26.1	604	30.2	28.0	607	6.8	16.6	581
750 or more	18.8	45.3	1,223	26.9	50.8	1,240	4.0	17.3	1,021
Suburban	18.3	22.8	534	17.8	22.4	638	19.6	26.2	260
School level									
Elementary	70.5	57.7	437	72.4	58.3	513	65.3	54.0	215
Secondary	20.7	37.6	970	25.2	40.5	1,027	8.9	18.5	543
Combined	8.8	4.7	286	2.4	1.2	324	25.8	27.5	276
Minority enrollment									
Less than 20%	68.1	65.3	512	64.9	62.8	618	76.8	81.2	275
20% or more	31.9	34.7	583	35.1	37.2	675	23.2	18.8	210
School size									
Less than 150	14.2	1.9	72	3.6	0.5	85	42.3	11.2	69
150 to 499	42.9	27.4	341	42.5	24.3	365	44.1	47.6	280
500 to 749	22.6	25.5	603	28.1	26.6	604	8.0	18.3	597
750 or more	20.3	45.2	1,190	25.8	48.6	1,202	5.7	22.9	1,044
Rural-small city	54.6	45.0	353	58.7	47.2	409	42.6	27.7	127
School level									
Elementary	66.1	59.6	318	67.0	59.8	365	62.7	57.6	116
Secondary	21.9	32.5	525	25.7	34.1	543	6.2	11.4	232
Combined	12.0	7.8	231	7.3	6.1	341	31.1	31.0	126
Minority enrollment									
Less than 20%	75.1	70.0	329	71.8	68.6	391	88.3	88.4	127
20% or more	24.9	30.0	425	28.2	31.4	456	11.7	11.6	126
School size									
Less than 150	25.8	5.3	73	15.6	3.4	88	66.8	30.7	58
150 to 499	50.6	44.3	309	55.4	43.1	318	31.3	59.6	241
500 to 749	15.4	26.1	599	18.8	27.6	599	1.4	6.8	—
750 or more	8.2	24.3	1,051	10.1	26.0	1,053	0.4	2.9	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Figure 2.4—Percentage distribution of public and private school students, by school size and community type: 1987–88



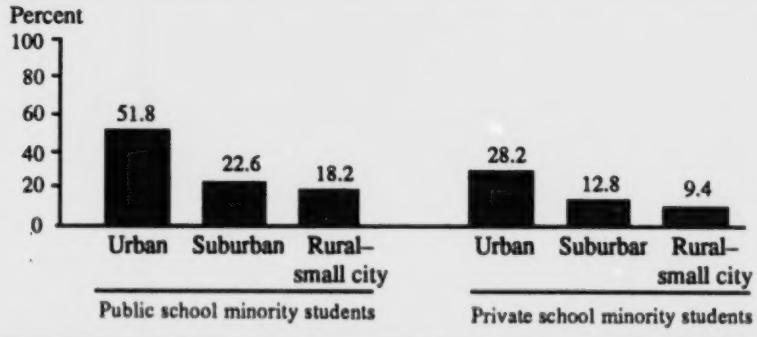
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

Student Characteristics

Of the students enrolled in public and private schools in the United States in 1987–88, 72 percent were white; 15 percent were black; 9 percent were Hispanic; 3 percent were Asian; and 1 percent were Native American (tables 2.4 and 2.5). The percent minority was higher in public schools (29 percent) than in private schools (19 percent). See table 2.6 for information on minority enrollment by private school affiliation.

In both the public and private sectors, the proportions of minorities were much greater in urban schools than in suburban or rural–small city schools (figure 2.5). In the public sector, 52 percent of the students in urban schools were minority, compared with 23 percent in suburban schools and 18 percent in rural–small city schools. In the private sector, 28 percent of the students in urban schools were minority, compared with 13 percent in suburban schools and 9 percent in rural–small city schools. Within each community type, public schools had a greater percentage of minority students than did private schools.

Figure 2.5—Percentage of minority students in public and private schools, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

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Table 2.4—Percentage distribution of students by racial–ethnic background and percent minority students, by selected school characteristics: 1987–88

	Native American	Asian/Pacific Islander	Black non-Hisp.	Hispanic	White non-Hisp.	Minority (nonwhite)
TOTAL	1.0	2.6	15.3	9.1	72.0	28.0
PUBLIC	1.1	2.5	16.3	9.4	70.7	29.3
Urban	0.7	4.1	29.6	17.4	48.2	51.8
School level						
Elementary	0.7	3.9	31.0	18.4	46.0	54.0
Secondary	0.6	4.5	26.3	15.5	53.1	46.9
Combined	0.4	3.8	40.5	18.6	36.7	63.3
Minority enrollment						
less than 20%	0.6	1.9	3.8	2.9	90.8	9.2
20% or more	0.7	4.8	38.1	22.1	34.3	65.7
School size						
Less than 150	0.8	2.2	37.9	14.6	44.5	55.5
150 to 499	1.2	3.6	30.8	10.3	54.1	45.9
500 to 749	0.6	3.0	31.4	15.4	49.5	50.5
750 or more	0.5	5.0	28.0	21.5	45.1	54.9
Suburban	0.5	3.6	11.1	7.4	77.4	22.6
School level						
Elementary	0.5	3.7	11.2	8.1	76.5	23.5
Secondary	0.5	3.5	11.0	6.6	78.4	21.6
Combined	1.6	1.6	11.0	4.4	81.4	18.6
Minority enrollment						
less than 20%	0.3	1.9	3.0	1.7	93.0	7.0
20% or more	0.8	6.5	25.3	17.4	50.0	50.0
School size						
Less than 150	1.8	2.1	14.7	5.5	75.9	24.1
150 to 499	0.5	3.4	9.6	4.7	81.8	18.2
500 to 749	0.7	3.9	11.0	6.8	77.5	22.5
750 or more	0.4	3.5	12.0	9.2	75.0	25.0
Rural–small city	1.6	1.1	10.2	5.2	81.8	18.2
School level						
Elementary	1.8	1.1	10.3	5.9	81.0	19.0
Secondary	1.2	1.1	10.3	4.5	82.9	17.1
Combined	2.9	0.7	9.7	2.2	84.5	15.5
Minority enrollment						
Less than 20%	0.5	0.7	2.2	1.4	95.2	4.8
20% or more	4.2	1.9	28.6	14.0	51.3	48.7
School size						
Less than 150	5.2	0.4	3.7	6.3	84.4	15.6
150 to 499	2.0	0.8	8.5	4.7	84.0	16.0
500 to 749	1.4	1.2	12.2	5.1	80.1	19.9
750 or more	0.8	1.5	11.8	6.0	79.9	20.1

Table 2.4—Percentage distribution of students by racial–ethnic background and percent minority students, by selected school characteristics: 1987–88—continued

	Native American	Asian/Pacific Islander	Black non-Hisp.	Hispanic	White non-Hisp.	Minority (nonwhite)
PRIVATE	0.5	3.2	8.1	7.1	81.1	18.9
Urban	0.2	4.4	12.5	11.1	71.8	28.2
School level						
Elementary	0.2	4.8	14.8	11.8	68.4	31.6
Secondary	0.3	4.2	7.2	13.8	74.5	25.5
Combined	0.2	3.5	11.1	6.7	78.5	21.5
Minority enrollment						
less than 20%	0.2	1.4	2.3	1.9	94.2	5.8
20% or more	0.2	8.8	27.4	24.4	39.3	60.7
School size						
Less than 150	0.4	2.6	18.8	9.4	68.9	31.1
150 to 499	0.2	4.0	12.4	13.0	70.5	29.5
500 to 749	0.2	5.9	11.3	10.0	72.7	27.3
750 or more	0.2	5.8	9.4	7.3	77.4	22.6
Suburban	0.3	3.0	5.2	4.4	87.2	12.8
School level						
Elementary	0.4	2.6	5.9	5.7	85.4	14.6
Secondary	0.2	4.1	4.2	3.5	88.0	12.0
Combined	0.1	2.8	4.4	2.3	90.4	9.6
Minority enrollment						
less than 20%	0.1	1.6	2.1	1.9	94.2	5.8
20% or more	1.2	9.1	19.7	15.9	54.0	46.0
School size						
Less than 150	0.2	2.5	8.9	4.2	84.1	15.9
150 to 499	0.4	2.8	5.5	5.6	85.7	14.3
500 to 749	0.2	2.2	3.8	4.2	89.6	10.4
750 or more	0.1	4.1	3.8	1.9	90.1	9.9
Rural–small city	1.1	1.5	3.5	3.3	90.6	9.4
School level						
Elementary	0.8	1.4	3.1	2.9	91.8	8.2
Secondary	0.2	3.2	4.0	4.7	87.9	12.1
Combined	2.0	1.1	3.9	3.5	89.5	10.5
Minority enrollment						
Less than 20%	0.2	1.1	1.4	1.3	96.1	3.9
20% or more	8.6	4.7	20.3	19.4	46.9	53.1
School size						
Less than 150	1.2	1.6	3.4	4.9	88.8	11.2
150 to 499	1.2	1.4	3.7	2.8	90.9	9.1
500 to 749	—	—	—	—	—	—
750 or more	—	—	—	—	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Table 2.5—Percentage distribution of students by racial–ethnic background and percent minority students in public schools, by state: 1987–88

	Native American	Asian/Pacific Islander	Black non-Hisp.	Hispanic	White non-Hisp.	Minority (nonwhite)
TOTAL	1.1	2.5	16.3	9.4	70.7	29.3
Alabama	0.5	0.6	37.9	0.3	60.6	39.4
Alaska	21.6	2.9	3.2	1.6	70.7	29.3
Arizona	7.6	1.1	3.3	21.5	66.6	33.4
Arkansas	0.2	0.9	24.6	0.4	73.9	26.1
California	0.9	7.9	8.2	29.2	53.7	46.3
Colorado	0.7	1.8	5.5	15.5	76.6	23.4
Connecticut	0.2	1.6	9.7	7.9	80.6	19.4
Delaware	0.1	1.1	26.9	3.0	68.8	31.2
Dist. of Columbia	4.9	0.7	86.6	4.0	3.8	96.2
Florida	0.6	1.2	25.4	9.5	63.3	36.7
Georgia	0.1	1.1	32.8	0.7	65.3	34.7
Hawaii	0.5	68.8	2.3	5.6	22.9	77.1
Idaho	1.5	0.9	0.3	4.1	93.2	6.8
Illinois	0.1	2.4	20.7	9.6	67.2	32.8
Indiana	0.1	0.5	11.3	2.0	86.1	13.9
Iowa	0.4	1.5	2.4	0.9	94.8	5.2
Kansas	0.8	1.3	7.3	2.8	87.9	12.1
Kentucky	0.1	0.4	7.2	0.3	92.1	7.9
Louisiana	0.3	1.1	44.9	1.1	52.6	47.4
Maine	0.2	0.9	0.6	0.3	98.1	1.9
Maryland	0.6	2.1	32.2	1.1	64.1	35.9
Massachusetts	0.1	2.3	6.4	5.6	85.5	14.5
Michigan	1.1	1.0	18.1	2.5	77.3	22.7
Minnesota	1.3	2.4	2.8	1.6	91.9	8.1
Mississippi	1.3	0.2	49.3	0.2	49.0	51.0
Missouri	0.1	0.7	9.2	0.5	89.5	10.5
Montana	9.6	0.4	0.4	0.9	88.6	11.4
Nebraska	0.9	1.0	4.2	2.6	91.2	8.8
Nevada	2.0	2.9	12.3	7.2	75.5	24.5
New Hampshire	0.1	1.4	0.8	0.5	97.2	2.8
New Jersey	0.1	3.7	19.0	10.7	66.5	33.5
New Mexico	9.5	0.8	2.2	38.1	49.4	50.6
New York	0.2	3.8	20.6	14.3	61.2	38.8
North Carolina	1.4	0.7	30.4	0.4	67.2	32.8
North Dakota	5.7	0.6	0.5	0.5	92.6	7.4
Ohio	0.1	0.9	14.8	1.4	82.7	17.3
Oklahoma	10.9	0.8	9.0	2.5	76.8	23.2
Oregon	2.4	2.3	2.8	2.8	89.7	10.3
Pennsylvania	0.3	1.1	11.6	1.8	85.1	14.9
Rhode Island	0.2	1.8	6.5	3.9	87.6	12.4

Table 2.5—Percentage distribution of students by racial–ethnic background and percent minority students in public schools, by state: 1987–88—continued

	Native American	Asian/Pacific Islander	Black non-Hisp.	Hispanic	White non-Hisp.	Minority (nonwhite)
South Carolina	0.1	0.6	40.9	0.4	58.0	42.0
South Dakota	13.1	0.6	0.5	0.4	85.4	14.6
Tennessee	0.0	0.6	19.4	0.2	79.7	20.3
Texas	0.6	1.7	15.1	29.5	53.1	46.9
Utah	1.6	1.4	0.6	3.6	92.8	7.2
Vermont	0.1	0.5	0.4	0.3	98.7	1.3
Virginia	0.6	2.0	24.4	1.2	71.7	28.3
Washington	2.9	4.6	3.5	4.5	84.5	15.5
West Virginia	0.0	1.0	4.6	0.1	94.2	5.8
Wisconsin	1.6	1.2	8.5	1.5	87.1	12.9
Wyoming	4.1	0.6	2.3	5.6	87.6	12.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Table 2.6—Percentage of schools by size and percent minority, by private school type: 1987–88

	School size					Percent minority			
	<150	150-299	300-499	500-749	750 +	<5%	5-19%	20-49%	50%+
Private school type									
Religious	49.2	30.1	12.7	5.0	3.0	50.8	25.8	10.5	12.8
Nonsectarian	66.2	20.6	7.3	3.7	2.2	26.3	35.7	20.2	17.8
Private school category									
Assembly of God	68.2	27.0	3.9	—	0.0	37.3	38.3	17.5	6.9
Baptist	66.3	21.5	6.1	3.5	2.6	60.8	24.0	6.3	8.9
Calvinist	37.6	20.5	28.1	8.6	5.2	69.7	24.0	5.1	—
Christian	71.8	17.5	5.2	3.8	1.7	49.5	34.0	7.2	9.4
Episcopal	42.1	35.0	13.8	1.9	7.2	21.9	47.8	18.8	11.4
Friends	41.3	28.7	—	9.8	7.8	—	55.8	33.5	7.4
Jewish	41.8	36.3	8.2	7.5	6.2	85.2	8.6	4.7	—
Lutheran	63.9	29.4	5.1	1.5	0.0	64.5	18.7	6.3	10.5
7th Day Adventist	89.6	6.7	3.0	0.0	—	30.6	34.1	18.7	16.6
Roman Catholic	20.7	44.4	22.1	8.1	4.8	44.8	24.6	12.4	18.2
Other: Religious	83.5	10.1	3.8	2.0	0.6	64.0	23.9	6.6	5.5
Exceptional children	89.2	10.8	0.0	0.0	0.0	12.2	59.5	24.0	4.2
Montessori	82.0	11.7	4.5	1.8	0.0	27.9	40.3	16.5	15.3
NAIS	27.5	30.7	18.7	14.9	8.3	19.8	53.2	18.7	8.3
Other: Nonsectarian	70.2	20.6	5.9	2.0	1.4	28.5	29.5	20.8	21.2
9-Category typology									
Catholic									
-Parochial	19.4	48.6	22.9	7.2	2.0	46.2	23.4	11.6	18.8
-Diocesan	20.0	44.0	18.6	7.4	10.2	50.8	25.0	10.7	13.5
-Private Order	29.5	20.1	24.1	14.4	11.9	25.9	31.4	19.7	23.0
Other Religious									
-Conservative Christian	70.3	19.4	6.1	3.2	0.9	52.8	31.2	7.8	8.2
-Affiliated	65.1	23.8	6.6	2.5	2.1	52.9	24.5	12.8	9.9
-Unaffiliated	80.7	12.7	3.0	1.9	1.7	61.9	24.4	6.1	7.6
Nonsectarian									
-Regular	50.7	27.3	12.1	7.0	3.0	35.3	34.2	15.9	14.7
-Special emphasis	74.5	17.4	4.5	1.4	2.3	22.4	38.3	18.7	20.5
-Special education	89.3	9.9	—	—	0.0	10.7	34.2	35.3	19.9
NAIS membership status									
Not NAIS	53.7	28.2	11.3	4.3	2.5	47.5	26.4	12.0	14.1
NAIS	27.9	29.4	19.6	14.4	8.6	19.4	53.8	19.5	7.3

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

School and District Programs and Services

The prevalence and distribution of programs and services for students are important indicators of equity and access. In the public sector, district policy determines whether many of these programs and services are provided, but they are delivered at the school level. Table 2.7 and figure 2.6 show the percentages of schools that offered various programs and services in 1987–88, by school type.

Almost all public schools offered free or reduced-price lunches (96 percent) and programs for handicapped students (91 percent). Eighty-three percent offered remedial reading, math programs, or both; 73 percent offered programs for gifted and talented students; and 73 percent offered diagnostic and prescriptive services provided by professionals trained to diagnose students' learning problems and to plan and provide therapeutic or educational programs. Sixty percent offered ECIA Chapter 1 services. Less commonly offered by public schools were English as a second language (ESL) programs (offered by 34 percent) and bilingual programs (offered by 20 percent).

Only 30 percent of all public schools offered vocational education. However, among secondary schools, where most vocational education is offered, the percentages were much larger: 77 percent of the public secondary schools in urban communities, 81 percent in suburban areas, and 86 percent in rural areas or small cities. Only 13 percent of public schools offered extended day or before- or after-school day-care programs; however, among elementary schools, 26 percent of the schools in urban communities and 24 percent of the schools in suburban areas offered these services. On the other hand, the proportion was smaller (only 9 percent) in schools in rural–small city communities.

Within the public sector, the programs and services that were offered varied by school size in urban communities. For example, schools in the largest size category (more than 750 students) were more likely than schools in any of the smaller size categories to offer remedial services (88 percent compared with 62 percent to 80 percent), gifted and talented programs (81 percent compared with 16 percent to 74 percent), bilingual programs (48 percent compared with 19 percent to 36 percent), or ESL programs (67 percent compared with 21 percent to 51 percent). The smallest schools (fewer than 150 students) were much less likely than schools in any of the larger size categories to provide programs for handicapped students (68 percent compared with 86 percent to 94 percent), extended day or before- or after-school day-care programs (10 percent compared with 21 percent to 25 percent), free or reduced-price lunches (89 percent compared with 97 percent to 99 percent), or ECIA Chapter 1 services (31 percent compared with 48 percent to 58 percent). The relationship between school size and school programs and services was less definite in suburban and rural–small city schools.

Public schools were more likely than private schools to provide each of the services described here except extended day or before- or after-school day-care programs. Only 13 percent of public schools provided such services, but 31 percent of private schools did so. At the elementary level, the percentages were 26 percent for public schools and 51 percent for private schools. Chapter 1 services are available to private school students, but are not provided by private schools. Therefore the availability of these services to private school students is not shown here.

Table 2.7—Percentage of schools in which various programs and services were available to students, by selected school characteristics: 1987–88

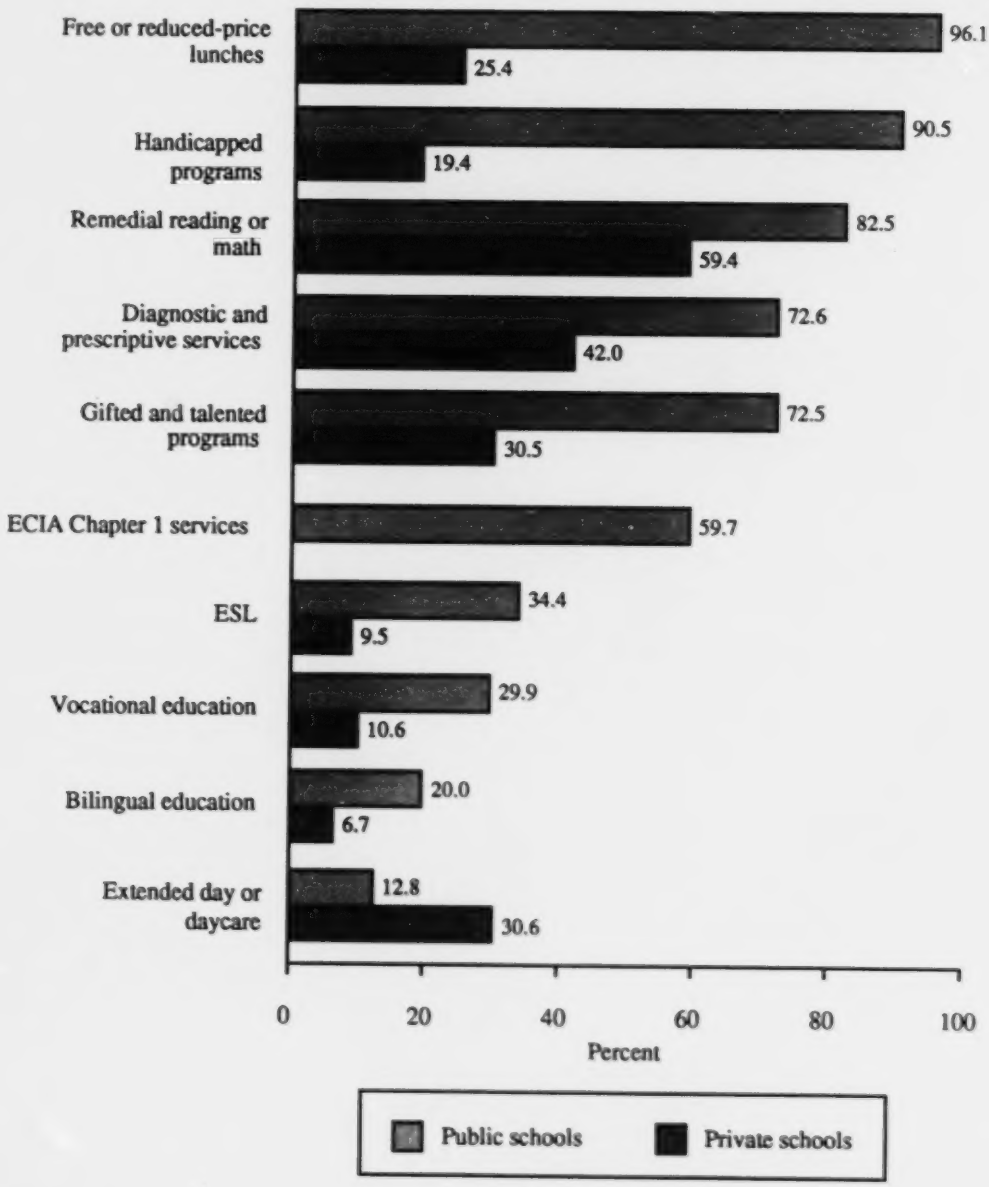
	Remedial	Gifted & talented	Bi-lingual	ESL	Handi-capped	Voc. ed.	Diag./ prescr.	Extended day	Free/red. price lunch	Chapter 1 services
TOTAL	76.7	61.8	16.6	28.0	72.4	25.0	64.8	17.3	78.1	59.7
PUBLIC	82.5	72.5	20.0	34.4	90.5	29.9	72.6	12.8	96.1	59.7
Urban	80.0	70.0	34.5	49.8	88.2	24.6	71.8	22.2	97.1	53.0
Elementary	79.5	73.1	36.1	50.0	88.0	7.2	70.6	26.4	98.9	60.6
Secondary	86.4	68.9	31.1	54.3	88.6	76.8	74.8	8.8	92.6	31.0
Combined	59.6	29.4	25.7	26.8	89.3	58.3	77.8	16.5	90.0	34.0
Minority enrollment										
Less than 20%	76.4	77.6	20.5	44.3	87.7	23.2	74.4	19.6	95.3	37.0
20% or more	81.2	67.3	39.4	51.7	88.4	25.1	70.9	23.1	97.8	58.6
School size										
Less than 150	61.6	16.4	18.5	20.8	68.0	49.2	72.4	9.9	89.1	31.2
150 to 499	76.7	66.2	26.5	40.8	85.7	8.5	70.0	25.4	96.8	57.7
500 to 749	80.3	74.3	35.8	51.0	89.9	15.7	71.1	21.0	98.9	55.3
750 or more	87.7	80.6	47.5	66.5	93.5	52.4	75.1	21.3	97.1	47.9
Suburban	84.2	80.5	21.9	52.3	93.0	25.9	77.5	18.9	96.0	46.2
School level										
Elementary	83.9	84.0	23.3	53.8	92.3	5.6	76.4	24.2	97.2	53.4
Secondary	86.9	75.1	18.4	49.6	95.0	81.0	80.8	4.8	93.8	26.1
Combined	64.8	34.4	15.7	35.7	93.1	60.0	72.8	6.1	85.2	41.7
Minority enrollment										
Less than 20%	85.2	83.1	16.0	46.9	93.3	26.3	78.2	17.6	95.3	42.9
20% or more	82.3	75.8	32.7	62.3	92.5	25.1	76.1	21.1	97.4	52.3
School size										
Less than 150	61.0	28.7	11.6	19.0	69.1	39.5	77.4	6.0	81.6	35.4
150 to 499	86.4	80.7	18.3	48.0	91.2	10.3	75.1	20.2	95.2	51.9
500 to 749	80.0	84.6	24.6	55.0	94.8	14.2	77.8	26.3	98.9	51.5
750 or more	88.3	83.2	26.3	61.2	97.5	62.3	80.9	10.4	96.4	32.8
Rural–small city	83.1	71.1	13.7	22.8	90.7	33.2	71.5	7.2	95.8	66.5
School level										
Elementary	85.1	75.5	13.6	22.8	89.7	7.5	71.9	9.2	96.4	78.0
Secondary	77.9	64.5	13.6	24.6	92.9	86.1	69.3	3.0	95.2	34.2
Combined	82.5	54.0	14.2	16.0	92.0	82.9	75.1	4.2	92.4	75.2
Minority enrollment										
Less than 20%	82.9	71.5	8.7	17.5	89.9	33.0	72.9	6.6	95.3	65.4
20% or more	83.6	70.1	26.3	36.2	92.6	33.7	67.8	8.9	96.9	69.4
School size										
Less than 150	71.4	43.4	12.4	11.2	71.2	28.7	66.1	5.7	86.9	62.2
150 to 499	84.5	73.4	11.6	21.1	92.5	27.8	71.5	6.9	97.1	70.6
500 to 749	86.7	80.6	17.4	30.0	97.5	35.2	72.9	8.4	98.1	67.1
750 or more	86.6	83.5	19.7	36.6	97.8	65.8	77.0	9.2	98.0	49.6

Table 2.7—Percentage of schools in which various programs and services were available to students, by selected school characteristics: 1987–88—continued

	Remedial	Gifted & talented	Bi-lingual	ESL	Handi-capped	Voc. ed.	Diag./ prescr.	Extended day	Free/red. price lunch
PRIVATE	59.4	30.5	6.7	9.5	19.4	10.6	42.0	30.6	25.4
Urban	58.6	31.7	7.9	12.4	19.7	12.0	40.1	41.7	25.4
School level									
Elementary	60.4	33.3	8.0	11.1	14.9	2.4	41.6	50.7	29.1
Secondary	58.8	40.3	9.9	20.5	21.7	31.6	30.9	0.8	15.5
Combined	53.5	22.8	6.6	11.8	31.7	27.9	40.9	38.9	20.3
Minority enrollment									
Less than 20%	58.7	32.3	7.2	11.6	21.1	11.9	42.4	40.7	21.8
20% or more	58.4	31.0	8.7	13.5	17.9	12.1	37.2	43.1	29.9
School size									
Less than 150	47.6	25.5	9.2	8.8	25.3	13.6	34.9	41.7	20.0
150 to 499	66.1	34.7	7.8	15.1	14.9	9.1	45.1	42.1	29.9
500 to 749	61.8	41.4	–	15.7	16.1	15.4	32.1	44.2	26.7
750 or more	77.1	43.7	5.5	11.9	24.6	24.1	49.3	33.1	24.8
Suburban	65.6	37.8	9.1	9.9	21.0	7.9	46.8	35.4	16.2
School level									
Elementary	65.3	38.7	9.0	9.7	15.4	0.9	45.2	41.2	18.3
Secondary	66.4	56.9	4.4	8.8	18.7	34.6	51.3	10.8	15.0
Combined	66.1	28.9	11.0	10.8	36.1	16.5	49.1	29.2	11.5
Minority enrollment									
Less than 20%	68.5	41.6	8.0	8.5	21.0	7.9	50.0	30.2	17.9
20% or more	56.0	25.2	12.9	14.7	21.1	8.1	36.2	52.7	10.6
School size									
Less than 150	58.5	36.7	10.7	7.9	22.0	7.6	42.9	38.5	9.0
150 to 499	70.4	34.1	7.9	11.4	16.4	5.8	49.1	33.8	21.1
500 to 749	71.7	45.5	4.2	1.7	29.7	5.4	54.2	28.1	30.9
750 or more	72.8	64.3	13.0	24.6	37.0	30.6	46.9	35.8	11.3
Rural–small city	57.3	26.0	4.4	6.7	18.3	10.6	41.4	18.4	29.7
School level									
Elementary	57.9	24.7	3.4	4.9	17.9	3.5	44.1	17.9	37.5
Secondary	54.9	33.3	2.4	32.0	13.4	27.9	33.8	5.6	43.0
Combined	56.5	27.1	7.0	5.2	20.2	21.3	37.6	22.0	11.3
Minority enrollment									
Less than 20%	56.6	26.4	3.9	4.9	17.5	9.5	40.2	16.9	29.5
20% or more	62.3	22.4	8.4	19.9	24.3	18.4	50.2	29.4	31.5
School size									
Less than 150	50.9	23.1	4.2	4.8	16.3	10.0	36.4	18.0	19.9
150 to 499	69.8	30.5	5.3	10.0	22.0	11.0	51.3	18.5	49.8
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Figure 2.6—Percentage of public and private schools offering various programs and services: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

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Academic Programs

Graduation requirements, graduation rates, and the percentages of students enrolled in academic or college preparatory programs are indicators of the rigor of the academic program and the commitment of students. These are all major national concerns, and are being closely monitored at both the state and national levels.

In 1988, schools with 12th grades required an average of 3.8 years of English–language arts for high school graduation, 2.5 years of mathematics–computer science, 2.9 years of social sciences and social studies (for example, history, geography, economics), 2.1 years of physical and biological sciences, and .5 years of foreign language (tables 2.8 and 2.9).[6] The requirements in public and private schools differed significantly. In each of these subject areas, more years were required, on average, in private schools than in public schools.

The 1987 average graduation rate for students who were enrolled in 12th grade in October 1986 was 93 percent. The rate was slightly higher in private schools than in public schools (96 percent compared with 92 percent). Within the public sector, the graduation rate in urban high schools (86 percent) was lower than that of suburban or rural–small city schools (92 percent and 93 percent, respectively). In urban and suburban public schools, the graduation rate in schools with a minority enrollment of less than 20 percent did not differ significantly from the rate in schools with a minority enrollment of 20 percent or more. In rural–small city public schools, however, the graduation rate was higher in schools with a minority enrollment of less than 20 percent than in schools with 20 percent or more. In the private sector, the graduation rate did not vary significantly by community type, but in urban areas schools with less than 20 percent minority had a slightly higher graduation rate than those with 20 percent or more minority.

Across all schools, the average proportion of 12th-grade students who were enrolled in academic or college preparatory programs was 57 percent (table 2.7). The average proportion in private schools (75 percent) was much higher than that in public schools (50 percent). This pattern held across all community types: in urban, suburban, and rural–small city schools, the average proportion for public schools was lower than that for private schools (figure 2.7). Within the public sector, suburban schools had a higher average (57 percent) than did urban or rural–small city schools (50 percent and 48 percent, respectively). In the private sector, the differences among community types were not significant.

Among suburban and rural–small city public schools, those with a minority enrollment of less than 20 percent had a higher average percentage of their 12th-grade students enrolled in academic or college preparatory programs (60 percent and 50 percent, respectively) than did schools with a minority enrollment of 20 percent or more (51 percent and 42 percent, respectively). The differences in public urban schools were not significant. Within the private sector, in no community type was there a significant difference between schools with a minority enrollment of less than 20 percent and schools with a minority enrollment of 20 percent or more.

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[6]Information on graduation requirements were collected from public school districts. For table 2.8, it was assumed that schools had the same requirements as their districts.

Table 2.8—Average years of instruction required for high school graduation in schools with 12th grade, and average rates of graduation, enrollment in academic or college preparatory track, and college application among 1986–87 twelfth graders, by selected school characteristics: 1987–88

	Subject areas					Avg. % of 12th graders that		
	English	Math./ computer	Social sciences	Physical/ biolog. sciences	Foreign languages	Graduated	Enroll. academic coll.prep.	Applied to college
TOTAL	3.8	2.5	2.9	2.1	0.5	93.0	57.0	55.0
PUBLIC	3.8	2.3	2.8	2.0	0.2	92.0	49.8	48.3
Urban	3.8	2.3	2.8	1.9	0.3	86.3	49.7	45.3
School level								
Secondary	3.8	2.3	2.8	2.0	0.3	87.1	51.4	48.0
Combined	3.8	2.3	2.7	1.9	0.3	80.6	38.5	25.5
Minority enrollment								
Less than 20%	3.7	2.3	2.7	1.9	0.3	89.6	53.1	50.7
20% or more	3.8	2.3	2.8	2.0	0.3	85.2	48.6	43.4
School size								
Less than 150	3.8	2.5	2.9	2.1	0.4	63.1	20.1	10.2
150 to 499	3.8	2.4	2.9	1.9	0.3	82.3	35.1	30.5
500 to 749	3.6	2.2	2.6	1.6	0.2	87.9	59.5	47.7
750 or more	3.8	2.3	2.8	2.0	0.3	91.3	57.4	54.7
Suburban	3.8	2.4	2.9	2.0	0.3	91.8	56.6	54.5
School level								
Secondary	3.8	2.4	2.9	2.0	0.3	93.4	57.4	56.3
Combined	—	—	—	—	—	—	—	—
Minority enrollment								
Less than 20%	3.8	2.3	2.9	2.0	0.4	92.6	59.5	58.9
20% or more	3.8	2.6	2.8	2.0	0.3	90.1	50.8	45.6
School size								
Less than 150	—	—	—	—	—	—	—	—
150 to 499	3.9	2.5	3.1	2.1	0.3	91.4	53.6	45.5
500 to 749	3.8	2.5	2.9	2.1	0.4	94.0	55.7	58.5
750 or more	3.8	2.3	2.8	2.0	0.3	94.1	60.3	59.9
Rural–small city	3.7	2.3	2.8	2.0	0.2	93.4	48.3	47.6
School level								
Secondary	3.7	2.3	2.8	2.0	0.2	93.1	47.1	47.3
Combined	3.8	2.3	2.9	2.1	0.2	94.2	52.3	48.8
Minority level								
Less than 20%	3.7	2.3	2.8	2.0	0.2	94.5	50.4	50.0
20% or more	3.9	2.5	2.8	2.2	0.3	90.1	42.3	40.6
School size								
Less than 150	3.7	2.3	2.8	2.1	0.2	89.2	46.1	46.3
150 to 499	3.7	2.3	2.8	2.0	0.2	94.6	48.9	48.2
500 to 749	3.8	2.3	2.8	2.0	0.2	94.3	46.2	45.9
750 or more	3.7	2.3	2.8	2.1	0.3	92.8	50.5	49.0

Table 2.8—Average years of instruction required for high school graduation in schools with 12th grade, and average rates of graduation, enrollment in academic or college preparatory track, and college application among 1986–87 twelfth graders, by selected school characteristics: 1987–88—continued

	Subject areas					Avg. % of 12th graders that		
	English	Math./ computer	Social sciences	Physical/ biolog. sciences	Foreign languages	Graduated	Enroll. academic coll.prep.	Applied to college
PRIVATE	3.9	2.9	3.2	2.5	1.1	95.7	74.6	73.4
Urban	3.9	2.8	3.1	2.4	1.4	95.4	75.3	76.8
School level								
Secondary	3.9	2.8	3.0	2.3	1.5	97.2	80.3	85.2
Combined	3.9	2.9	3.2	2.5	1.3	93.8	71.4	69.8
Minority enrollment								
Less than 20%	3.9	2.9	3.1	2.4	1.4	97.7	79.4	75.7
20% or more	3.8	2.7	3.0	2.4	1.3	92.0	69.3	78.4
School size								
Less than 150	3.7	2.8	3.0	2.4	0.9	91.7	57.5	63.1
150 to 499	4.0	2.9	3.2	2.5	1.6	97.8	85.0	82.9
500 to 749	3.9	2.9	3.0	2.3	1.7	96.3	89.3	86.3
750 or more	4.0	2.8	3.0	2.4	1.6	98.1	88.7	88.0
Suburban	3.9	2.8	3.2	2.4	1.4	96.5	81.8	81.3
School level								
Secondary	4.0	2.7	2.9	2.3	1.3	95.6	94.0	87.4
Combined	3.9	2.9	3.3	2.4	1.4	97.0	75.9	77.8
Minority enrollment								
Less than 20%	3.9	2.9	3.1	2.4	1.4	97.5	83.1	80.5
20% or more	—	—	—	—	—	—	74.0	—
School size								
Less than 150	—	—	—	—	—	93.3	57.2	65.4
150 to 499	3.9	2.9	3.2	2.4	1.5	95.9	87.8	80.8
500 to 749	—	—	—	—	—	98.9	95.2	91.6
750 or more	—	—	—	—	—	99.4	96.9	92.2
Rural–small city	3.9	2.9	3.2	2.6	0.8	95.7	70.8	66.8
School level								
Secondary	4.0	2.9	3.1	2.5	1.2	97.6	85.1	89.3
Combined	3.9	3.0	3.3	2.6	0.7	95.0	66.8	59.8
Minority enrollment								
Less than 20%	3.9	2.9	3.2	2.6	0.8	96.5	71.8	67.0
20% or more	—	—	—	—	—	90.6	63.5	66.1
School size								
Less than 150	3.9	2.9	3.2	2.6	0.7	94.1	63.6	55.1
150 to 499	3.9	3.0	3.2	2.5	0.9	97.2	78.9	78.0
500 to 749	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Demand and Shortage Questionnaires).

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Table 2.9—Average years of instruction required for high school graduation in public schools with 12th grade, and average rates of graduation, enrollment in academic or college preparatory track, and college application among 1986–87 twelfth graders, by state: 1987–88

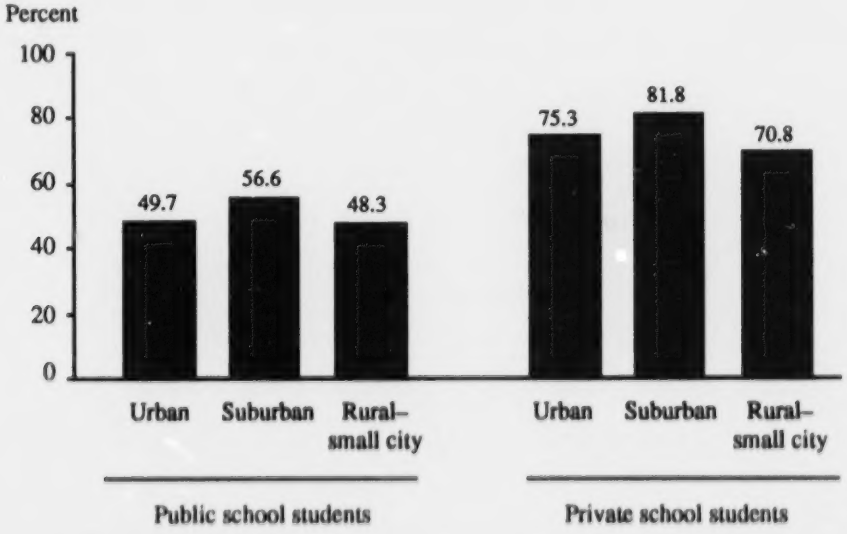
	Subject areas					Avg. % of 12th graders that		
	English	Math./ computer	Social sciences	Physical/ biolog. sciences	Foreign languages	Graduated	Enroll. academic coll.prep.	Applied to college
TOTAL	3.8	2.3	2.8	2.0	0.2	92.0	49.8	48.3
Alabama	3.9	2.2	3.1	2.0	0.4	93.0	40.2	37.6
Alaska	4.0	2.3	3.1	2.2	0.0	85.1	56.1	37.5
Arizona	—	—	—	—	—	—	—	—
Arkansas	4.0	2.9	2.9	2.3	0.1	94.7	43.4	37.6
California	3.6	2.3	3.1	2.0	0.7	78.9	42.5	40.0
Colorado	3.7	2.3	2.7	2.0	0.1	89.9	60.0	55.1
Connecticut	—	—	—	—	—	94.8	52.5	49.0
Delaware	—	—	—	—	—	—	—	—
Dist. of Columbia	—	—	—	—	—	—	—	—
Florida	4.0	3.0	3.1	3.0	0.4	86.6	42.7	38.8
Georgia	4.0	2.3	2.8	2.0	0.5	91.6	40.9	40.2
Hawaii	—	—	—	—	—	—	—	—
Idaho	—	—	—	—	—	—	—	—
Illinois	3.4	2.1	2.2	1.4	0.1	93.0	50.7	50.3
Indiana	3.7	2.0	2.2	1.9	—	95.7	43.0	43.9
Iowa	3.5	2.1	3.0	2.0	—	98.1	58.0	60.8
Kansas	4.0	2.2	2.8	2.0	—	96.2	57.9	57.7
Kentucky	3.9	2.8	2.2	2.4	0.1	94.0	41.8	37.7
Louisiana	3.8	3.0	2.7	2.8	0.1	93.4	50.3	37.9
Maine	—	—	—	—	—	—	—	—
Maryland	—	—	—	—	—	—	—	—
Massachusetts	3.8	2.4	2.3	1.9	0.5	92.4	66.8	62.0
Michigan	3.4	2.0	2.6	1.6	0.1	92.6	53.2	49.0
Minnesota	3.3	1.3	2.8	1.3	—	95.7	48.2	53.9
Mississippi	3.9	2.3	2.6	2.2	0.1	92.3	57.1	44.8
Missouri	3.1	2.1	2.7	2.0	0.0	95.0	39.9	43.2
Montana	—	—	—	—	—	—	—	—
Nebraska	3.0	1.9	2.5	1.6	0.1	98.2	69.5	67.9
Nevada	—	—	—	—	—	—	—	—
New Hampshire	—	—	—	—	—	—	—	—
New Jersey	3.9	2.3	2.4	1.6	0.1	91.5	60.0	57.3
New Mexico	—	—	—	—	—	—	—	—
New York	3.9	2.0	3.5	2.0	0.5	93.4	62.6	60.9
North Carolina	4.0	2.3	2.2	2.0	--	94.4	47.0	52.9
North Dakota	4.0	2.2	2.9	2.0	0.0	96.0	63.3	75.8
Ohio	3.6	2.1	2.5	1.4	0.0	91.5	45.0	41.7
Oklahoma	3.9	2.3	2.3	2.1	0.1	94.8	40.9	44.5
Oregon	3.9	2.3	3.0	2.0	0.2	93.5	50.7	47.4
Pennsylvania	3.8	2.6	3.3	2.6	0.3	94.4	44.8	43.9
Rhode Island	—	—	—	—	—	—	—	—

Table 2.9—Average years of instruction required for high school graduation in schools with 12th grade, and average rates of graduation, enrollment in academic or college preparatory track, and college application among 1986–87 twelfth graders, by state: 1987–88—continued

	Subject areas					Avg. % of 12th graders that		
	English	Math./ computer	Social sciences	Physical/ biolog. sciences	Foreign languages	Graduated	Enroll. academic coll.prep.	Applied to college
South Carolina	4.0	3.0	3.0	2.1	0.2	89.9	39.2	40.0
South Dakota	—	—	—	—	—	—	—	—
Tennessee	4.0	2.1	1.7	2.0	0.2	92.5	47.8	45.0
Texas	4.0	3.1	2.9	2.3	0.4	93.2	49.4	51.0
Utah	—	—	—	—	—	—	—	—
Vermont	—	—	—	—	—	—	—	—
Virginia	3.8	2.6	3.0	2.6	0.9	95.0	54.5	50.1
Washington	3.7	2.1	3.1	1.9	0.1	84.4	62.4	50.6
West Virginia	—	—	—	—	—	—	—	—
Wisconsin	3.8	2.0	3.2	2.1	0.0	95.7	54.4	51.6
Wyoming	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Figure 2.7—Percentage of public and private school students in academic or college preparatory programs, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Demand and Shortage Questionnaires).

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Chapter 3

The Work Force

The Schools and Staffing Survey provides a comprehensive profile of teachers and principals in both the public and private sectors. Describing the composition and qualifications of education professionals fulfills an important monitoring function, essential to understanding the nature of the work force.

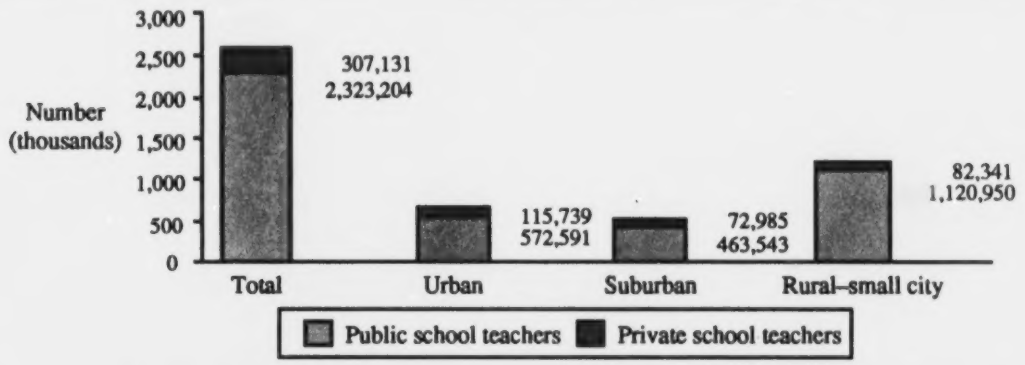
Composition of the School Work Force

The school work force is large and diverse. In 1987–88 there were approximately 2,600,000 elementary and secondary school teachers in the United States, with about 2,300,000 of them teaching in public schools and 300,000 in private schools (table 3.1).[7]

Of the total number of teachers, there were about 573,000 in urban public schools, 116,000 in urban private schools, 464,000 in suburban public schools, 73,000 in suburban private schools, 1,121,000 in rural–small city public schools, and 82,000 in rural–small city private schools (figure 3.1). In 1987–88, there were approximately 103,000 principals: about 78,000 in public schools and 25,000 in private schools.

In addition to teachers and principals, other types of employees included, in full-time equivalents 77,000 guidance counselors in public schools and 8,500 in private schools; 66,800 librarians and media specialists in public schools and 11,900 in private schools; 82,900 other professional personnel in public schools and 25,900 in private schools; 368,100 teachers aides in public schools and 40,200 in private schools; and 444,100 other non-instructional personnel in public schools and 53,600 in private schools (table 3.2).

Figure 3.1—Number of public and private school teachers, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

[7] The estimates in table 3.1 represent headcounts. The table that follows, 3.2, reports "full-time equivalent" employees. Table 3.2 yields a different estimate of the number of teachers, and a combined estimate of "full-time equivalent" principals and assistant principals. The estimates in table 3.1 are derived from the teacher questionnaire, and the estimates in table 3.2 are derived from the school questionnaire. In both tables 3.1 and 3.2 details may not add to totals due to rounding error or item nonresponse. See Appendix A for a discussion of why estimates of FTE teachers are larger than the headcounts.

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Table 3.1—Number of teachers and principals, by selected school characteristics: 1987–88

	Total		Public		Private	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
TOTAL	2,630,335	103,291	2,323,204	77,890	307,131	25,401
Urban	688,330	26,873	572,591	17,476	115,739	9,396
School level						
Elementary	411,817	19,115	348,148	13,005	63,669	6,109
Secondary	229,370	4,840	203,168	3,660	26,203	1,180
Combined	47,143	2,918	21,276	811	25,867	2,107
Minority enrollment						
Less than 20%	224,426	9,749	150,548	4,583	73,879	5,166
20% or more	463,904	17,124	422,044	12,893	41,860	4,231
School size						
Less than 150	27,962	4,618	8,880	836	19,082	3,782
150 to 499	197,319	11,263	135,471	6,672	61,848	4,591
500 to 749	176,892	5,971	158,361	5,314	18,531	657
750 or more	286,157	5,020	269,880	4,654	16,277	366
Suburban	536,528	18,357	463,543	13,331	72,985	5,026
School level						
Elementary	300,476	12,952	264,195	9,661	36,281	3,291
Secondary	203,546	3,829	191,050	3,366	12,496	462
Combined	32,506	1,576	8,299	304	24,208	1,273
Minority enrollment						
Less than 20%	363,122	12,646	303,786	8,739	59,336	3,907
20% or more	173,406	5,711	159,757	4,592	13,649	1,119
School size						
Less than 150	18,889	2,641	4,904	481	13,985	2,159
150 to 499	158,954	7,848	127,572	5,682	31,382	2,166
500 to 749	131,561	4,156	118,019	3,746	13,542	410
750 or more	227,124	3,712	213,049	3,421	14,076	291
Rural–small city	1,203,291	53,399	1,120,950	43,781	82,341	9,618
School level						
Elementary	696,312	34,895	651,242	29,179	45,070	5,716
Secondary	408,298	11,996	394,941	11,365	13,357	631
Combined	98,681	6,508	74,767	3,236	23,914	3,272
Minority enrollment						
Less than 20%	869,603	39,820	797,853	31,434	71,750	8,385
20% or more	333,688	13,579	323,097	12,346	10,590	1,233
School size						
Less than 150	97,357	12,538	66,886	6,490	30,471	6,048
150 to 499	567,087	27,914	521,681	24,543	45,406	3,371
500 to 749	287,745	8,451	283,213	8,301	4,532	—
750 or more	251,101	4,495	249,170	4,447	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School, School Administrator, and Teacher Questionnaires).

Table 3.2—Number of full-time equivalent employees by employee type and number of students, by selected school characteristics: 1987–88

	FTE							
	Princ.& asst princ.	Teachers	Guidance counselors	Librarians & media	Other professionals	Teacher aides	Other non-instructors	Students
TOTAL	161,015	2,654,835	85,558	78,741	108,781	408,255	497,763	45,130,611
PUBLIC	124,207	2,302,187	77,043	66,830	82,907	368,067	444,143	39,911,968
Urban	34,362	669,367	23,078	17,022	27,810	120,284	126,478	12,129,222
School level								
Elementary	20,394	401,320	9,162	11,239	16,951	87,774	76,594	7,473,846
Secondary	12,355	242,045	12,788	5,314	8,872	21,552	44,770	4,316,501
Combined	1,613	26,002	1,128	469	1,986	10,958	5,114	338,875
Minority enrollment								
Less than 20%	7,973	162,608	5,424	4,657	6,586	22,142	1,177	2,937,830
20% or more	26,389	506,759	17,654	12,365	1,224	98,142	95,301	9,191,392
School size								
Less than 150	1,010	10,772	608	352	1,365	6,048	2,828	72,464
150 to 499	8,783	145,111	3,594	5,027	7,455	35,909	28,258	2,503,729
500 to 749	9,087	182,374	4,789	5,072	7,293	35,326	36,004	3,390,311
750 or more	15,482	331,111	14,086	6,570	11,698	43,001	59,387	6,162,717
Suburban	24,800	503,508	17,826	13,443	19,226	71,730	96,977	8,928,299
School level								
Elementary	14,057	286,083	6,219	8,382	11,457	53,968	55,239	5,200,984
Secondary	10,185	208,813	11,232	4,840	6,589	13,588	40,449	3,617,886
Combined	558	8,612	375	221	1,181	4,174	1,289	109,429
Minority enrollment								
Less than 20%	15,777	323,850	11,423	8,848	11,378	38,093	58,777	5,610,758
20% or more	9,023	179,659	6,403	4,595	7,848	33,636	38,200	3,317,541
School size								
Less than 150	731	4,538	187	86	766	2,480	805	43,338
150 to 499	7,387	129,800	3,014	4,674	6,279	22,907	24,668	2,171,547
500 to 749	5,944	130,860	3,711	3,618	4,866	22,430	24,671	2,375,973
750 or more	10,739	238,311	10,913	5,065	7,315	23,913	46,833	4,337,441
Rural–small city	65,044	1,129,311	36,139	36,366	35,871	176,054	220,687	18,854,447
School level								
Elementary	37,862	644,150	14,096	22,438	20,903	137,452	129,570	11,272,749
Secondary	22,004	402,844	19,558	11,380	11,328	25,231	70,009	6,438,353
Combined	5,178	82,317	2,485	2,548	3,640	13,370	21,108	1,143,345
Minority enrollment								
Less than 20%	45,369	784,816	25,629	26,042	26,012	105,262	152,372	12,937,718
20% or more	19,675	344,494	10,511	10,324	9,858	70,792	68,316	5,916,729
School size								
Less than 150	8,382	52,560	2,202	2,757	2,683	11,719	14,829	635,474
150 to 499	30,527	505,645	14,297	19,533	16,946	85,519	100,807	8,125,901
500 to 749	13,904	297,539	8,710	8,180	8,223	47,466	53,587	5,196,959
750 or more	12,232	273,566	10,931	5,895	8,020	31,351	51,464	4,896,114

Table 3.2—Number of full-time equivalent employees by employee type and number of students, by selected school characteristics: 1987–88—continued

	FTE							
	Princ.& asst princ.	Teachers	Guidance counselors	Librarians & media	Other professionals	Teacher aides	Other non-instructors	Students
PRIVATE	36,808	352,648	8,514	11,911	25,874	40,188	53,620	5,218,643
Urban	15,247	156,501	3,925	5,163	11,580	18,750	22,926	2,405,390
School level								
Elementary	8,309	78,500	947	2,699	4,894	12,233	10,125	1,400,996
Secondary	2,546	32,865	1,892	1,281	2,412	780	5,020	477,042
Combined	4,392	45,137	1,086	1,183	4,274	5,737	7,781	527,353
Minority enrollment								
Less than 20%	8,850	94,602	2,234	3,332	6,865	9,167	13,345	1,413,083
20% or more	6,397	61,899	1,691	1,830	4,715	9,583	9,581	992,307
School size								
Less than 150	5,509	28,969	647	555	3,571	9,524	4,806	293,308
150 to 499	6,844	80,199	1,501	2,934	4,745	7,132	11,076	1,296,555
500 to 749	1,535	22,966	827	911	1,718	970	2,977	399,089
750 or more	1,359	24,366	951	763	1,547	1,124	4,067	416,438
Suburban	7,907	93,487	2,262	3,134	6,866	8,540	12,916	1,366,960
School level								
Elementary	4,271	42,615	438	1,531	2,283	5,492	4,568	738,059
Secondary	967	16,238	1,023	511	1,128	71	2,425	253,355
Combined	2,669	34,635	801	1,091	3,455	2,977	5,924	375,546
Minority enrollment								
Less than 20%	6,189	76,615	1,853	2,510	5,580	6,320	10,611	1,110,103
20% or more	1,718	16,872	409	624	1,286	2,221	2,305	256,857
School size								
Less than 150	2,844	16,308	399	378	1,537	3,249	2,263	153,054
150 to 499	3,073	41,746	595	1,506	2,691	3,640	5,124	650,006
500 to 749	876	14,652	355	548	930	673	2,085	250,415
750 or more	1,115	20,780	913	701	1,708	978	3,445	313,484
Rural–small city	13,654	102,660	2,327	3,614	7,428	12,898	17,778	1,446,293
School level								
Elementary	7,403	51,191	343	1,754	2,671	5,062	7,885	832,475
Secondary	1,227	14,878	822	640	2,000	176	3,760	164,975
Combined	5,024	36,591	1,163	1,221	2,757	7,660	6,133	448,843
Minority enrollment								
Less than 20%	11,756	88,945	2,067	2,907	6,136	7,307	14,316	1,277,924
20% or more	1,898	13,715	260	708	1,292	5,591	3,462	168,368
School size								
Less than 150	8,279	37,003	745	807	3,508	5,742	7,207	443,431
150 to 499	4,853	56,480	1,212	2,499	3,216	6,732	9,047	861,739
500 to 749	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Demographic Characteristics of the School Work Force

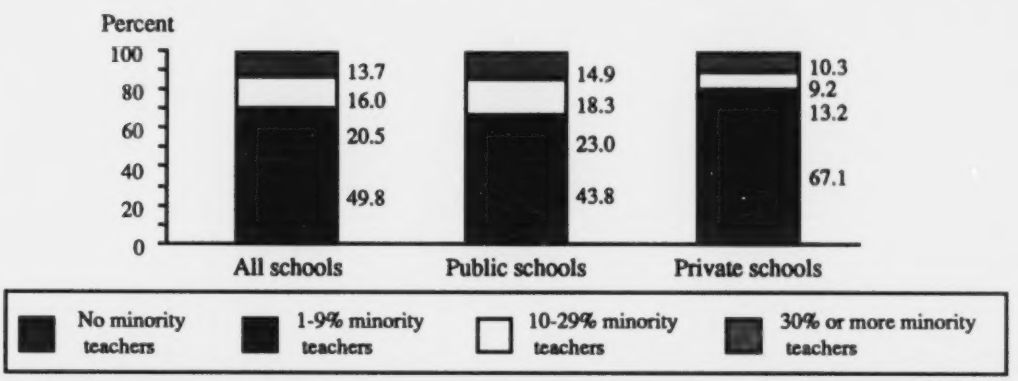
The demographic characteristics of teachers and principals are indicators of the diversity of the school work force. In 1987–88, among all schools, 50 percent had no minority teachers on staff (tables 3.3 and 3.4, figure 3.2), while 14 percent had teaching staffs that were 30 percent or more minority.

Forty-four percent of public schools and 67 percent of private schools had no minority teachers. On average, the teaching staff in public schools was 13 percent minority, while in private schools the staff was 9 percent minority (figure 3.3). The percentage of elementary schools with no minority teachers varied substantially by community type, school sector, and school level. For example, among urban elementary schools, 14 percent of public schools and 55 percent of private schools had no minority teachers, in contrast with 42 percent of public and 71 percent of private suburban elementary schools. Among rural–small city elementary schools, 58 percent of public and 86 percent of private schools had no minority teachers. Similar patterns existed in secondary schools, although the percentages with no minority teachers tended to be smaller.

In both the public and private sectors, schools with less than 20 percent minority enrollment had lower percentages of minority faculty than did schools with 20 percent or more minority enrollment. Moreover, this was true in all types of communities. In both sectors and all community types, schools with less than 20 percent minority enrollment were more likely to have no minority teachers and less likely to have 30 percent or more minority teachers than were schools with 20 percent or more minority students In addition, among public schools, across all community types, large schools (750 students or more) were more likely to have minority teachers than were small schools (fewer than 150 students).

Eleven percent of all schools had minority principals (table 3.3, figure 3.4). Public schools were more likely to have minority principals than were private schools (13 percent versus 7 percent). Minority principals were most commonly found in urban schools in both the public and private sectors. In urban elementary schools, 29 percent of public and 11 percent of private school principals were minority, and in urban secondary schools, 25 percent of public and 15 percent of private school principals were minority. However, much smaller proportions of suburban and rural–small city principals were minority.

Figure 3.2—Percentage distribution of all schools and public and private schools, by percent minority teachers: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

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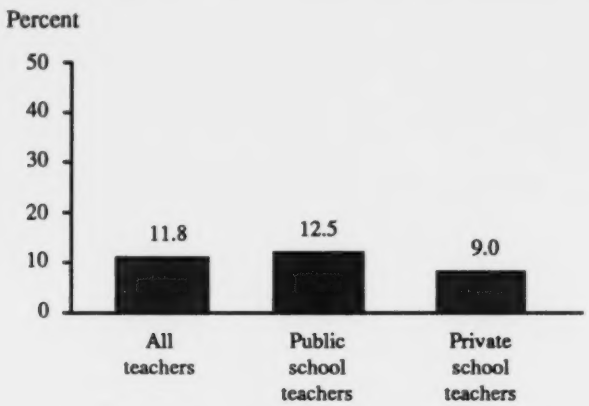
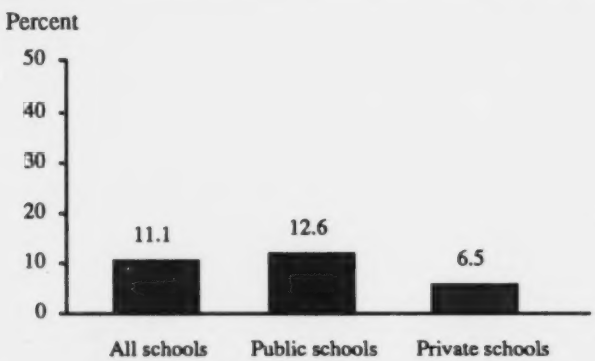
Figure 3.3—Percentage of minority teachers in all schools and public and private schools: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

Figure 3.4—Percentage of all schools and public and private schools with minority principals: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and School Administrator Questionnaires).

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Table 3.3—Percentage distribution of schools by percent minority teachers, average percent minority teachers, and percentage of schools with minority principals, by selected school characteristics: 1987–88

	Percent minority teachers				Average percent minority teachers	Percent with minority principal
	None	1-9%	10-29%	30%+		
TOTAL	49.8	20.5	16.0	13.7	11.8	11.1
PUBLIC	43.8	23.0	18.3	14.9	12.8	12.6
Urban	13.6	20.9	29.7	35.9	26.7	28.2
School level						
Elementary	13.7	19.2	30.1	37.0	27.6	29.2
Secondary	9.9	28.3	30.8	31.1	23.5	24.8
Combined	27.0	14.6	17.8	40.5	26.3	28.3
Minority enrollment						
Less than 20%	42.0	41.3	13.4	3.4	6.2	5.0
20% or more	3.6	13.7	35.4	47.3	33.9	36.6
School size						
Less than 150	35.8	9.8	17.2	37.2	24.4	25.2
150 to 499	18.9	18.2	31.0	31.9	25.1	26.8
500 to 749	10.6	23.3	29.1	37.0	27.1	28.1
750 or more	5.2	24.1	30.8	40.0	28.9	31.0
Suburban	39.0	33.6	18.5	8.9	9.8	9.3
School level						
Elementary	42.4	29.2	19.1	9.3	10.2	10.0
Secondary	29.4	46.4	16.4	7.8	8.6	7.7
Combined	37.2	31.0	25.1	6.7	8.5	—
Minority enrollment						
Less than 20%	54.5	37.0	7.0	1.5	3.6	4.0
20% or more	10.5	27.3	39.8	22.5	21.1	19.5
School size						
Less than 150	53.6	4.4	35.0	7.0	9.0	4.5
150 to 499	52.0	26.6	14.0	7.4	8.1	8.0
500 to 749	35.2	34.9	20.0	9.8	10.9	11.3
750 or more	19.7	47.6	22.2	10.5	11.5	9.8
Rural–small city	57.4	20.7	13.7	8.2	8.1	7.1
School level						
Elementary	58.4	19.1	14.0	8.5	8.3	7.5
Secondary	53.5	25.9	13.0	7.7	7.4	6.6
Combined	62.0	16.8	12.9	8.4	8.3	5.6
Minority enrollment						
Less than 20%	73.8	20.4	4.8	1.0	2.4	1.8
20% or more	15.6	21.4	36.2	26.9	22.6	20.9
School size						
Less than 150	81.1	4.5	6.6	7.8	6.5	4.8
150 to 499	61.9	18.4	12.2	7.6	7.4	6.9
500 to 749	40.1	30.5	19.5	9.9	10.0	8.0
750 or more	28.5	40.1	21.9	9.6	10.8	10.3

Table 3.3—Percentage distribution of schools by percent minority teachers, average percent minority teachers, and percentage of schools with minority principals, by selected school characteristics: 1987–88—continued

	Percent minority teachers				Average percent minority teachers	Percent with minority principal
	None	1-9%	10-29%	30%+		
PRIVATE	67.1	13.2	9.3	10.3	9.0	6.5
Urban	51.2	16.9	14.2	17.6	15.1	11.6
School level						
Elementary	54.5	14.0	13.3	18.2	14.6	11.2
Secondary	30.7	36.9	15.0	17.4	17.6	15.3
Combined	53.0	14.3	16.5	16.2	15.0	10.7
Minority enrollment						
Less than 20%	71.1	18.1	7.9	2.9	3.9	3.0
20% or more	25.8	15.4	22.4	36.5	29.2	22.2
School size						
Less than 150	58.4	3.1	14.7	23.9	19.8	15.0
150 to 499	48.3	23.6	14.0	14.2	12.3	9.1
500 to 749	39.8	39.4	13.5	7.3	7.3	7.0
750 or more	31.0	43.4	13.7	11.9	11.9	15.6
Suburban	65.8	18.4	7.7	8.1	7.6	4.1
School level						
Elementary	71.1	12.3	7.2	9.3	8.5	2.7
Secondary	39.1	49.8	9.5	1.6	4.9	—
Combined	61.5	22.8	8.4	7.3	6.4	6.1
Minority enrollment						
Less than 20%	73.7	18.0	4.9	3.5	3.9	2.4
20% or more	39.6	19.6	17.2	23.5	20.1	9.8
School size						
Less than 150	66.3	8.2	11.8	13.6	11.7	5.8
150 to 499	68.0	21.9	5.1	5.0	5.3	3.1
500 to 749	69.0	24.9	3.9	2.2	3.2	—
750 or more	40.1	57.0	—	0.0	2.0	0.0
Rural–small city	81.9	7.6	5.7	4.8	4.2	3.0
School level						
Elementary	85.7	4.9	4.1	5.3	4.3	3.7
Secondary	54.9	37.5	7.6	0.0	3.7	—
Combined	79.7	7.1	8.4	4.8	4.1	2.0
Minority enrollment						
Less than 20%	87.9	7.0	3.7	1.4	1.7	1.1
20% or more	37.0	12.0	20.7	30.3	23.1	16.4
School size						
Less than 150	85.6	3.6	6.1	4.7	4.0	3.1
150 to 499	74.8	15.0	4.9	5.2	4.7	2.9
500 to 749	—	—	—	—	—	—
750 or more	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and School Administrator Questionnaires).

Table 3.4—Percentage distribution of public schools by percent minority teachers, average percent minority teachers, and percentage with minority principals, by state: 1987–88

	Percent minority teachers				Average percent minority teachers	Percent with minority principal
	None	1-9%	10-29%	30%+		
TOTAL	43.8	23.0	18.3	14.9	12.8	12.6
Alabama	10.7	14.3	38.4	36.6	27.7	30.2
Alaska	46.2	22.8	25.3	5.8	9.0	6.0
Arizona	23.1	36.9	25.7	14.3	14.1	18.6
Arkansas	41.1	14.5	25.0	19.4	14.6	14.3
California	23.5	28.2	32.2	16.1	15.7	16.3
Colorado	36.5	32.9	22.9	7.6	9.6	10.9
Connecticut	52.8	31.2	7.6	8.5	6.9	13.0
Delaware	8.1	22.6	62.6	6.7	15.5	18.4
Dist of Columbia	0.0	0.0	0.0	100.0	91.2	98.4
Florida	4.1	27.3	44.3	24.3	21.5	17.1
Georgia	10.6	27.0	32.6	29.8	24.8	26.7
Hawaii	4.1	0.0	6.9	89.0	75.8	77.9
Idaho	66.3	30.1	3.5	0.0	2.0	—
Illinois	57.9	17.0	6.4	18.6	12.9	9.8
Indiana	62.4	23.0	9.2	5.4	6.5	7.3
Iowa	81.6	14.0	4.3	0.0	1.3	2.2
Kansas	67.3	21.0	9.4	2.3	4.2	5.7
Kentucky	60.0	25.5	11.6	2.9	5.7	2.9
Louisiana	3.9	6.5	43.4	46.1	35.3	29.6
Maine	92.2	6.7	0.0	—	0.8	0.0
Maryland	10.3	19.9	38.7	31.0	25.9	23.4
Massachusetts	58.9	27.9	8.7	4.6	5.6	4.7
Michigan	59.6	18.6	8.2	13.7	10.5	12.7
Minnesota	80.6	13.9	3.7	1.8	2.2	—
Mississippi	2.3	11.1	37.5	49.2	37.4	35.6
Missouri	61.1	32.6	2.6	3.7	4.8	4.5
Montana	70.8	16.3	7.4	5.5	4.4	8.2
Nebraska	76.9	15.1	5.0	3.0	3.4	4.6
Nevada	35.9	33.1	24.8	6.3	9.2	11.5
New Hampshire	84.5	15.5	0.0	0.0	0.6	0.0
New Jersey	38.3	32.4	16.1	13.2	10.7	9.2
New Mexico	8.4	15.0	29.5	47.1	36.9	40.3
New York	42.6	30.0	14.0	13.4	11.7	11.6
North Carolina	12.4	17.9	44.4	25.3	21.5	20.6
North Dakota	86.5	7.1	—	4.0	3.0	—

Table 3.4—Percentage distribution of public schools by percent minority teachers, average percent minority teachers, and percentage with minority principals, by state: 1987–88—continued

	Percent minority teachers				Average percent minority teachers	Percent with minority principal
	None	1-9%	10-29%	30%+		
Ohio	65.3	15.8	9.3	9.6	6.6	7.8
Oklahoma	31.3	30.6	26.1	12.0	12.1	5.6
Oregon	58.1	32.5	6.8	2.5	5.0	—
Pennsylvania	69.4	18.7	4.0	7.8	5.3	7.5
Rhode Island	68.4	26.0	4.2	—	2.7	—
South Carolina	5.2	27.5	45.4	22.0	20.2	17.0
South Dakota	86.3	2.2	5.4	6.1	5.2	5.8
Tennessee	34.5	30.9	15.2	19.5	13.4	13.1
Texas	22.9	27.1	22.3	27.8	21.2	22.2
Utah	57.8	35.1	7.1	0.0	2.9	2.7
Vermont	86.5	8.6	0.0	—	2.8	0.0
Virginia	21.6	23.8	34.2	20.4	18.1	18.4
Washington	45.2	40.4	13.1	1.3	5.1	5.2
West Virginia	70.0	18.4	8.1	3.5	5.4	—
Wisconsin	79.1	9.5	9.1	2.2	2.7	3.8
Wyoming	72.7	20.2	7.1	0.0	2.1	3.9

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and School Administrator Questionnaires).

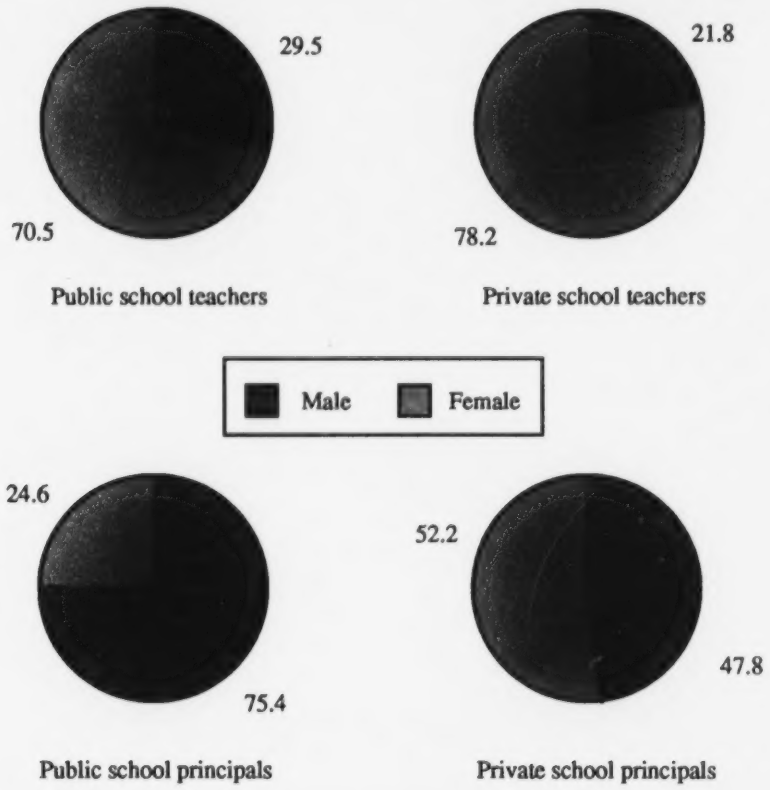
In 1987–88, the teaching force was overwhelmingly female (71 percent) and white (88 percent) (table 3.5, figures 3.5 and 3.6). In both public and private sectors across community types, male teachers were more likely to be teaching in secondary, rather than in elementary schools.

Among the 12 percent minority teachers, black teachers accounted for a greater percentage (7 percent) than any other minority group, followed by Hispanics (3 percent of all teachers) and Native American and Asian teachers (1 percent each of all teachers). There were higher percentages of black teachers in urban public schools than in public or private suburban or rural–small city schools. There was also a greater proportion of black teachers (16 percent) in urban public schools than in urban private schools (3 percent).

The majority of all school principals were male (69 percent), but their proportions in public and private schools differed significantly (table 3.6). Seventy-five percent of public school principals were male, versus only 48 percent of private school principals. In both the public and private sectors in all community types, principals at the elementary level were more likely to be female than were principals at the secondary level. Except in private, rural–small city schools, principals at schools with 20 percent or more minority students were more likely to be female than were principals at schools with less than 20 percent minority students.

As with the teaching force, most principals were white (89 percent), although the percentages of white principals differed somewhat between public schools (87 percent) and private schools (94 percent) (figure 3.6). Seven percent of all principals were black (8 percent in public schools and 3 percent in private schools). Like teachers, 3 percent of principals were Hispanic, 1 percent Asian and 1 percent Native American. See tables 3.7 and 3.8 for data on the distribution of private school teachers and principals by sex and race–ethnicity by affiliation.

Figure 3.5—Percentage of public and private school teachers and principals, by sex: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and School Administrator Questionnaires).

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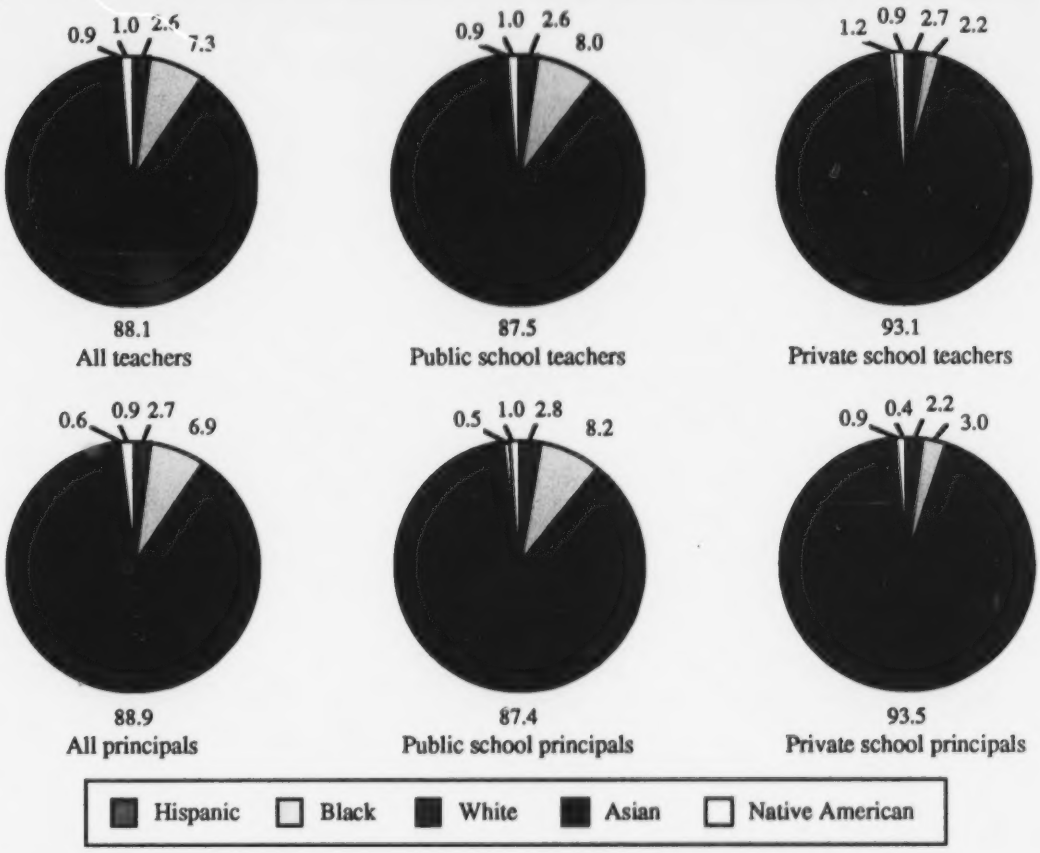
Figure 3.6—Percentage of all school teachers and principals and public and private school teachers and principals, by race–ethnicity: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and School Administrator Questionnaires).

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Table 3.5—Percentage distribution of teachers by sex and race–ethnicity, percent minority teachers, and average teacher age, by selected school characteristics: 1987–88

	Sex		Race–ethnicity						
	Male	Female	Native Amer.	Asian/ Pac. Is.	Black	Hispanic	White	% Minority (nonwhite)	Average age
TOTAL	28.6	71.4	1.0	0.9	7.3	2.6	88.1	11.9	40.2
PUBLIC	29.5	70.5	1.0	0.9	8.0	2.6	87.5	12.5	40.4
Urban	27.7	72.3	0.9	1.4	16.2	5.3	76.2	23.8	41.3
School level									
Elementary	15.5	84.5	0.8	1.4	18.0	6.2	73.7	26.3	40.9
Secondary	48.4	51.6	1.3	1.5	12.6	4.0	80.7	19.3	42.0
Combined	30.4	69.6	0.6	0.7	21.4	3.0	74.3	25.7	41.2
Minority enrollment									
Less than 20%	29.5	70.5	1.1	0.4	3.3	0.7	94.5	5.5	41.3
20% or more	27.1	72.9	0.9	1.7	20.9	7.0	69.5	30.5	41.3
School size									
Less than 150	28.1	71.9	0.7	—	18.6	4.9	75.5	24.5	38.8
150 to 499	15.5	84.5	1.0	1.5	16.6	3.5	77.3	22.7	41.5
500 to 749	19.9	80.1	0.8	1.0	16.8	5.5	76.0	24.0	41.2
750 or more	38.4	61.6	1.0	1.6	15.5	6.1	75.8	24.2	41.3
Suburban	30.7	69.3	0.8	1.3	5.3	1.7	90.9	9.1	41.1
School level									
Elementary	17.7	82.3	1.0	1.6	5.8	1.6	89.9	10.1	41.0
Secondary	48.8	51.2	0.6	0.7	4.8	1.8	92.1	7.9	41.4
Combined	30.1	69.9	—	—	4.6	3.0	90.9	9.1	39.1
Minority enrollment									
Less than 20%	31.9	68.1	1.0	0.5	1.8	0.8	96.0	4.0	41.3
20% or more	28.4	71.6	0.6	2.8	12.1	3.5	81.0	19.0	40.9
School size									
Less than 150	25.2	74.8	4.0	—	4.9	2.4	88.3	11.7	38.4
150 to 499	20.1	79.9	1.0	1.5	3.8	0.8	92.9	7.1	41.5
500 to 749	24.5	75.5	0.6	0.9	5.4	1.9	91.2	8.8	41.3
750 or more	40.6	59.4	0.8	1.3	6.2	2.2	89.5	10.5	40.9
Rural–small city	29.6	70.4	1.2	0.4	4.7	1.6	92.1	7.9	39.6
School level									
Elementary	18.2	81.8	1.2	0.4	4.9	1.7	91.9	8.1	39.5
Secondary	47.3	52.7	1.1	0.4	4.3	1.7	92.5	7.5	39.9
Combined	35.3	64.7	1.6	0.6	5.6	0.7	91.4	8.6	38.8
Minority enrollment									
Less than 20%	31.6	68.4	1.0	0.2	1.2	0.9	96.8	3.2	39.6
20% or more	24.6	75.4	1.7	1.0	13.5	3.5	80.3	19.7	39.6
School size									
Less than 150	27.6	72.4	1.7	0.5	1.3	1.8	94.7	5.3	38.8
150 to 499	26.6	73.4	1.2	0.3	3.8	1.4	93.3	6.7	39.5
500 to 749	27.4	72.6	1.1	0.4	6.0	1.7	90.9	9.1	39.7
750 or more	38.8	61.2	1.0	0.7	6.3	1.9	90.1	9.9	39.8

Table 3.5—Percentage distribution of teachers by sex and race–ethnicity, percent minority teachers, and average teacher age, by selected school characteristics: 1987–88 —continued

	Sex		Race–ethnicity						
	Male	Female	Native Amer.	Asian/ Pac. Is.	Black	Hispanic	White	% Minority (nonwhite)	Average age
PRIVATE	21.8	78.2	0.9	1.2	2.2	2.7	93.1	6.9	39.0
Urban	22.3	77.7	0.8	1.6	3.1	4.0	90.5	9.5	38.7
School level									
Elementary	11.6	88.4	0.8	1.1	4.2	4.2	89.7	10.3	38.6
Secondary	38.8	61.2	1.5	2.5	1.5	6.0	88.5	11.5	40.6
Combined	31.9	68.1	—	1.8	1.9	1.6	94.4	5.6	36.8
Minority enrollment									
Less than 20%	22.3	77.7	0.9	—	0.3	1.0	97.7	2.3	38.6
20% or more	22.4	77.6	0.7	4.3	8.1	9.5	77.4	22.6	38.8
School size									
Less than 150	18.7	81.3	0.2	0.8	6.3	4.4	88.2	11.8	36.9
150 to 499	16.5	83.5	0.8	0.9	3.5	4.0	90.8	9.2	38.9
500 to 749	30.7	69.3	0.9	1.8	0.7	4.9	91.7	8.3	38.2
750 or more	39.0	61.0	1.5	5.1	—	2.4	90.3	9.7	40.2
Suburban	20.1	79.9	0.5	0.7	1.3	2.2	95.3	4.7	39.2
School level									
Elementary	10.1	89.9	0.7	1.4	2.0	1.5	94.4	5.6	39.2
Secondary	42.6	57.4	0.0	0.0	1.4	3.9	94.7	5.3	41.1
Combined	23.3	76.7	0.4	—	0.2	2.5	96.9	3.1	38.3
Minority enrollment									
Less than 20%	20.7	79.3	0.5	0.2	0.6	2.0	96.7	3.3	39.3
20% or more	17.3	82.7	—	3.2	4.0	3.1	89.2	10.8	38.7
School size									
Less than 150	19.3	80.7	0.8	—	4.1	1.9	93.0	7.0	38.1
150 to 499	17.2	82.8	0.6	1.6	0.8	2.4	94.6	5.4	39.4
500 to 749	20.6	79.4	—	0.0	—	2.5	96.9	3.1	38.4
750 or more	26.7	73.3	0.0	0.0	—	—	97.5	2.5	40.8
Rural–small city	20.8	79.2	1.0	0.2	1.2	1.4	96.2	3.8	38.9
School level									
Elementary	11.4	88.6	1.3	0.4	1.1	1.0	96.3	3.7	38.4
Secondary	45.4	54.6	0.0	—	1.7	1.9	96.3	3.7	40.5
Combined	24.9	75.1	1.0	0.0	—	1.8	96.2	3.8	39.0
Minority enrollment									
Less than 20%	20.4	79.6	0.7	0.2	0.6	1.2	97.3	2.7	38.7
20% or more	23.6	76.4	3.3	0.8	5.1	2.4	88.4	11.6	40.3
School size									
Less than 150	20.0	80.0	1.0	0.5	1.6	1.3	95.6	4.4	38.0
150 to 499	20.4	79.6	1.1	—	0.9	1.3	96.5	3.5	39.3
500 to 749	30.9	69.1	0.0	0.0	—	—	96.1	3.9	39.5
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

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Table 3.6—Percentage distribution of principals by sex and race–ethnicity, percent minority principals, and average principal age, by selected school characteristics: 1987–88

	Sex		Race–ethnicity						
	Male	Female	Native Amer.	Asian/ Pac. Is.	Black	Hispanic	White	% Minority (nonwhite)	Average age
TOTAL	68.6	31.4	0.9	0.6	6.9	2.7	88.9	11.1	46.4
PUBLIC	75.4	24.6	1.0	0.5	8.2	2.8	87.4	12.6	46.8
Urban	63.5	36.5	0.8	0.9	20.1	6.5	71.8	28.2	48.3
School level									
Elementary	59.0	41.0	0.5	0.8	20.8	7.2	70.8	29.2	48.3
Secondary	80.3	19.7	1.6	1.4	17.0	4.8	75.2	24.8	48.7
Combined	60.9	39.1	3.1	0.0	22.6	2.5	71.7	28.3	47.2
Minority enrollment									
Less than 20%	70.8	29.2	0.9	—	1.8	1.8	95.0	5.0	47.8
20% or more	61.0	39.0	0.8	1.0	26.6	8.1	63.4	36.6	48.5
School size									
Less than 150	57.8	42.2	—	—	19.9	1.9	74.8	25.2	46.4
150 to 499	57.4	42.6	1.3	0.5	19.8	5.2	73.2	26.8	48.4
500 to 749	64.5	35.5	—	0.3	21.3	6.3	71.9	28.1	48.2
750 or more	72.3	27.7	0.6	2.0	19.0	9.4	69.0	31.0	48.7
Suburban	73.5	26.5	0.9	1.1	5.5	1.8	90.7	9.3	47.5
School level									
Elementary	68.1	31.9	1.1	1.3	5.7	1.9	90.0	10.0	47.4
Secondary	89.0	11.0	—	0.7	4.9	1.8	92.3	7.7	47.7
Combined	73.3	26.7	0.0	0.0	—	0.0	96.4	—	46.1
Minority enrollment									
Less than 20%	78.9	21.1	1.0	—	2.1	0.8	96.0	4.0	47.3
20% or more	63.3	36.7	0.6	3.2	11.9	3.8	80.5	19.5	47.8
School size									
Less than 150	66.6	33.4	0.0	—	—	0.0	95.5	4.5	44.3
150 to 499	74.4	25.6	1.2	0.7	4.8	1.4	92.0	8.0	48.1
500 to 749	67.6	32.4	—	1.6	6.9	2.1	88.7	11.3	46.9
750 or more	79.3	20.7	0.6	1.4	5.4	2.5	90.2	9.8	47.6
Rural–small city	81.1	18.9	1.2	0.2	4.2	1.5	92.9	7.1	46.0
School level									
Elementary	75.5	24.5	1.1	0.2	4.6	1.7	92.5	7.5	46.1
Secondary	94.4	5.6	1.2	0.3	3.6	1.6	93.4	6.6	46.0
Combined	84.5	15.5	2.0	0.4	3.1	—	94.4	5.6	44.5
Minority enrollment									
Less than 20%	82.7	17.3	0.6	—	0.7	0.5	98.2	1.8	45.7
20% or more	76.9	23.1	2.5	0.6	13.5	4.3	79.1	20.9	46.7
School size									
Less than 150	71.0	29.0	2.1	—	1.2	1.4	95.2	4.8	45.3
150 to 499	82.0	18.0	1.1	0.2	4.2	1.4	93.1	6.9	46.1
500 to 749	82.8	17.2	0.7	0.3	5.4	1.6	92.0	8.0	46.0
750 or more	87.5	12.5	1.0	0.6	6.3	2.3	89.7	10.3	46.4

Table 3.6—Percentage distribution of principals by sex and race–ethnicity, percent minority principals, and average principal age, by selected school characteristics: 1987–88—continued

	Sex		Race–ethnicity						
	Male	Female	Native Amer.	Asian/ Pac. Is.	Black	Hispanic	White	% Minority (nonwhite)	Average age
PRIVATE	47.8	52.2	0.4	0.9	3.0	2.2	93.5	6.5	45.3
Urban	44.9	55.1	1.1	1.7	4.8	4.0	88.4	11.6	46.1
School level									
Elementary	32.3	67.7	—	2.3	5.7	3.0	88.8	11.2	46.7
Secondary	64.2	35.8	1.6	—	2.5	9.9	84.7	15.3	45.5
Combined	70.7	29.3	3.2	—	3.5	3.8	89.3	10.7	44.7
Minority enrollment									
Less than 20%	49.9	50.1	1.4	—	—	1.4	97.0	3.0	45.2
20% or more	38.9	61.1	—	3.6	10.7	7.4	77.8	22.2	47.1
School size									
Less than 150	50.4	49.6	—	1.7	7.8	4.8	85.0	15.0	44.5
150 to 499	37.4	62.6	1.0	1.7	2.6	3.8	90.9	9.1	46.8
500 to 749	51.2	48.8	—	—	—	—	93.0	7.0	48.3
750 or more	71.4	28.6	—	—	7.0	0.0	84.4	15.6	48.3
Suburban	42.6	57.4	—	0.7	2.4	0.8	95.9	4.1	45.4
School level									
Elementary	29.1	70.9	—	1.1	1.2	—	97.3	2.7	45.7
Secondary	65.5	34.5	0.0	0.0	—	—	92.1	—	46.7
Combined	69.2	30.8	0.0	0.0	6.1	0.0	93.9	6.1	44.1
Minority enrollment									
Less than 20%	46.3	53.7	—	0.0	1.4	—	97.6	2.4	45.3
20% or more	29.9	70.1	0.0	3.3	6.0	—	90.2	9.8	45.7
School size									
Less than 150	43.3	56.7	0.0	1.7	4.1	0.0	94.2	5.8	43.0
150 to 499	38.9	61.1	0.0	0.0	—	1.8	96.9	3.1	46.6
500 to 749	44.0	56.0	—	0.0	—	0.0	97.2	—	48.5
750 or more	62.8	37.2	0.0	0.0	0.0	0.0	100.0	0.0	49.5
Rural–small city	54.4	45.6	—	0.2	1.2	1.5	97.0	3.0	44.5
School level									
Elementary	40.9	59.1	0.0	—	1.6	2.0	96.3	3.7	45.0
Secondary	75.2	24.8	0.0	0.0	0.0	—	98.8	—	47.0
Combined	73.9	26.1	—	—	0.8	—	98.0	2.0	43.2
Minority enrollment									
Less than 20%	54.7	45.3	0.0	—	0.0	0.8	98.9	1.1	44.5
20% or more	51.9	48.1	—	—	9.7	5.9	83.6	16.4	44.3
School size									
Less than 150	57.7	42.3	0.0	—	1.3	1.7	96.9	3.1	43.3
150 to 499	46.9	53.1	—	—	—	1.2	97.1	2.9	46.4
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and School Administrator Questionnaires).

Table 3.7—Percentage distribution of teachers by sex and race–ethnicity, by private school type: 1987–88

	Sex		Race/ethnicity				
	Male	Female	Native American	Asian/ Pac. Is.	Black Non-Hispanic	White Non-Hispanic	Hispanic
Private school type							
Religious	19.4	80.6	0.8	0.9	2.2	92.9	3.1
Nonsectarian	28.5	71.4	0.6	1.0	1.9	94.4	2.0
Private school category							
Assembly of God	15.2	84.8	0.0	—	3.5	94.0	—
Baptist	26.5	73.4	—	—	1.2	96.7	1.6
Calvinist	35.6	64.4	0.0	0.0	—	99.0	0.0
Christian	21.3	78.7	0.0	0.4	2.3	96.3	1.0
Episcopal	22.5	77.4	—	6.1	2.5	90.6	0.8
Friends	32.5	67.6	0.0	—	7.1	92.8	0.0
Jewish	21.3	78.7	—	0.0	—	97.3	1.8
Lutheran	29.3	70.7	1.2	—	3.0	95.3	—
7th Day Adventist	43.5	56.5	—	2.9	8.2	81.9	6.7
Roman Catholic	16.1	83.9	1.2	0.9	2.1	91.8	4.1
Other: Religious	18.4	81.6	0.0	—	1.9	95.6	2.6
Exceptional children	26.3	73.7	—	0.0	1.5	94.5	0.0
Montessori	4.0	96.0	—	11.1	5.6	79.2	3.6
NAIS	36.0	64.0	0.5	—	—	96.2	2.7
Other: Nonsectarian	25.3	74.7	0.5	0.6	2.9	94.7	1.3
9-Category typology							
Catholic							
-Parochial	9.3	90.8	1.3	0.7	2.4	92.3	3.3
-Diocesan	22.2	77.8	1.3	1.1	2.0	93.1	2.5
-Private order	32.0	68.0	0.6	1.5	0.8	88.3	8.8
Other Religious							
-Conservative Christian	23.6	76.4	—	—	1.0	96.7	2.1
-Affiliated	25.8	74.2	0.5	1.8	2.7	93.5	1.6
-Unaffiliated	23.4	76.7	—	0.2	4.3	94.1	1.3
Nonsectarian							
-Regular	29.3	70.7	0.4	0.3	1.4	96.0	1.9
-Special emphasis	28.1	71.9	0.7	2.9	2.0	91.5	2.8
-Special education	26.1	73.9	1.5	0.0	4.3	94.2	0.0
NAIS membership status							
Not NAIS	19.7	80.4	0.9	0.8	2.4	92.9	3.0
NAIS	31.4	68.6	0.3	1.8	0.8	95.1	2.0

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher and School Questionnaires).

Table 3.8—Percentage distribution of principals by sex and race–ethnicity, by private school type: 1987–88

	Sex		Race/ethnicity				
	Male	Female	Native American	Asian/ Pac. Is.	Black Non-Hispanic	White Non-Hispanic	Hispanic
Private school type							
Religious	47.9	52.0	0.5	0.6	2.3	94.0	2.5
Nonsectarian	49.3	50.5	—	2.6	5.5	88.7	2.9
Private school category							
Assembly of God	73.9	26.1	0.0	0.0	4.7	93.6	—
Baptist	79.5	20.5	—	—	2.3	94.8	—
Calvinist	90.3	9.7	0.0	0.0	0.0	98.9	—
Christian	54.7	45.3	0.0	—	5.2	93.2	—
Episcopal	55.0	45.1	0.0	0.0	4.3	89.6	—
Friends	55.8	44.2	0.0	0.0	—	93.9	—
Jewish	63.2	36.8	0.0	0.0	0.0	100.0	0.0
Lutheran	88.0	11.5	—	—	1.5	97.4	0.0
7th Day Adventist	54.1	45.2	0.0	—	8.7	86.4	2.6
Roman Catholic	23.1	76.9	0.3	0.4	1.2	93.9	4.1
Other: Religious	68.9	31.1	—	0.0	1.7	94.6	—
Exceptional children	41.4	58.6	0.0	0.0	0.0	100.0	0.0
Montessori	18.8	80.8	0.0	—	5.7	91.2	—
NAIS	80.1	19.9	—	—	—	96.7	—
Other: Nonsectarian	48.4	51.4	—	3.5	6.9	85.8	3.6
9-Category typology							
Catholic							
-Parochial	14.9	85.2	—	0.6	0.4	95.9	2.8
-Diocesan	38.4	61.6	0.0	0.0	3.3	95.8	—
-Private order	48.4	51.6	—	0.0	—	77.4	18.7
Other Religious							
-Conservative Christian	72.8	27.2	—	0.9	1.9	95.2	1.2
-Affiliated	71.8	28.0	—	1.0	2.5	95.3	1.1
-Unaffiliated	62.0	37.7	—	—	7.1	90.2	—
Nonsectarian							
-Regular	57.1	42.5	0.0	2.0	4.1	92.6	1.4
-Special emphasis	40.5	59.5	—	4.7	5.4	84.5	4.7
-Special education	47.3	52.7	0.0	0.0	9.3	87.8	—
NAIS membership status							
Not NAIS	47.1	52.8	0.5	1.0	3.0	92.8	2.7
NAIS	68.6	31.2	—	1.0	1.4	96.2	0.9

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Administrator and School Questionnaires).

Qualifications of Teachers and Principals

Educational background, certification status, and teaching experience are common measures of the qualifications of teachers and principals. In the reform environment of the 1980s, issues of teacher qualifications represented an important area of inquiry and debate among policymakers. In fact, many states have adopted more stringent teacher certification requirements since the early 1980s in an effort to improve staff quality. The Schools and Staffing Survey offers one way of documenting the educational attainments and experience of new and experienced teachers and principals, critical to current reform efforts.

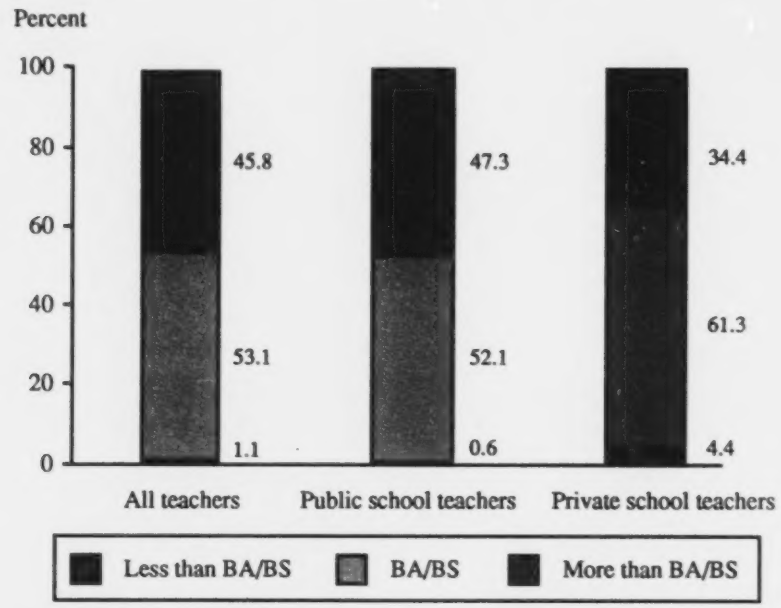
In 1987–88, nearly one-half (46 percent) of the teaching force had attained more than a bachelor's degree (tables 3.9 and 3.10, figure 3.7). Public school teachers were more likely than their private school counterparts to have degrees beyond a bachelor's (master's degree, educational specialist, professional diploma, doctorate or professional degree). Forty-seven percent of public school teachers and 34 percent of private school teachers had attained more than a bachelor's degree. In addition, among all full- and part-time teachers public school teachers had more years of teaching experience than private school teachers (an average of 15 years of teaching experience compared with 12 years).

For elementary teachers, education beyond a bachelor's degree was more common among public school teachers than among private school teachers across all community types. Forty-six percent of urban public elementary teachers and 25 percent of urban private elementary teachers had obtained a degree beyond a bachelor's. Fifty-one percent of suburban public elementary teachers, but only 29 percent of suburban private elementary teachers, had earned more than a bachelor's degree. Among rural–small city teachers, 41 percent of public elementary teachers had achieved a degree beyond a bachelor's, as did 21 percent of private elementary teachers. At the secondary level, nearly the same percentage of teachers in public and private schools had a degree beyond a bachelor's in all community types.

Fifty-three percent of all principals had earned at least a master's degree (tables 3.9 and 3.10). However, at higher levels of education, there were considerable differences between public and private school principals: 44 percent of public school principals had achieved beyond a master's degree (professional diploma, education specialist credential, doctorate, or professional degree). In contrast, only 19 percent of private school principals had achieved more than a master's degree. Table 3.10 shows the percentage distribution of public and private school teachers and principals by educational attainment within each state.

Among all public school teachers, 89 percent held regular certificates in their primary assignment field; 3 percent held probationary certification; 5 percent had temporary certificates; and 3 percent were not certified in their primary teaching field (table 3.11). Although table 3.11 reports certification status by state, these comparisons are not always meaningful because probationary and temporary certificates are issued under different conditions in different states.

Figure 3.7—Percentage distribution of all teachers and public and private school teachers, by highest degree earned: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

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Table 3.9—Percentage distribution of teachers and principals by highest degree earned and average years of teaching experience, by selected school characteristics: 1987–88

	Teachers				Principals			
	Less than BA/BS	BA/BS	Higher than BA/BS	Avg. years teaching experience	Less than MA	MA	Higher than MA	Avg. years tch. exper. before princ.
TOTAL	1.1	53.1	45.8	14.2	9.4	52.8	37.8	9.8
PUBLIC	0.6	52.1	47.3	14.5	2.5	53.4	44.1	9.8
Urban	0.9	48.8	50.4	15.0	0.8	52.9	46.3	10.7
School level								
Elementary	0.1	53.8	46.1	14.7	0.5	54.0	45.5	10.9
Secondary	2.1	41.3	56.6	15.5	1.0	50.1	48.9	10.2
Combined	1.5	38.1	60.4	14.4	—	48.8	48.1	9.8
Minority enrollment								
Less than 20%	1.0	46.6	52.5	15.1	1.2	51.9	46.9	9.7
20% or more	0.8	49.5	49.6	14.9	0.6	53.3	46.1	11.1
School size								
Less than 150	3.3	45.6	51.1	12.4	—	46.2	50.8	10.5
150 to 499	0.5	52.3	47.2	15.3	0.9	52.9	46.1	11.1
500 to 749	0.5	53.3	46.3	14.9	0.4	57.1	42.4	10.5
750 or more	1.2	44.5	54.3	14.9	0.4	49.4	50.2	10.4
Suburban	0.4	44.9	54.7	15.4	0.5	51.7	47.8	9.6
School level								
Elementary	—	49.4	50.6	15.0	0.8	52.6	46.6	9.6
Secondary	1.0	38.6	60.5	16.1	0.0	48.8	51.2	9.6
Combined	—	47.2	52.5	12.6	0.0	53.4	46.6	8.8
Minority enrollment								
Less than 20%	0.3	43.7	56.0	15.6	0.7	50.6	48.7	9.3
20% or more	0.5	47.3	52.2	15.0	—	53.6	46.0	10.2
School size								
Less than 150	—	55.0	44.6	12.7	—	68.4	26.1	8.9
150 to 499	0.2	47.6	52.2	15.6	—	54.3	45.1	9.7
500 to 749	0.2	45.9	53.9	15.4	—	50.9	48.7	9.7
750 or more	0.6	42.5	56.8	15.4	0.0	45.7	54.3	9.3
Rural–small city	0.6	57.1	42.3	14.0	3.8	54.0	42.2	9.6
School level								
Elementary	0.1	59.4	40.5	13.8	4.3	55.0	40.7	9.5
Secondary	1.6	51.9	46.6	14.4	1.9	52.0	46.1	9.7
Combined	0.6	63.9	35.5	13.2	6.5	52.1	41.4	9.4
Minority enrollment								
Less than 20%	0.6	56.7	42.8	14.2	3.9	54.7	41.5	9.3
20% or more	0.8	58.0	41.2	13.5	3.8	52.2	44.0	10.3
School size								
Less than 150	0.2	70.1	29.7	12.8	14.8	54.5	30.7	9.8
150 to 499	0.5	60.1	39.4	14.0	2.2	55.8	42.0	9.5
500 to 749	0.6	55.5	43.9	14.1	1.6	51.0	47.5	9.8
750 or more	1.1	49.0	49.9	14.2	1.3	48.8	49.8	9.0

Table 3.9—Percentage distribution of teachers and principals by highest degree earned and average years of teaching experience, by selected school characteristics: 1987–88—continued

	Teachers				Principals			
	Less than BA/BS	BA/BS	Higher than BA/BS	Avg. years teaching experience	Less than MA	MA	Higher than MA	Avg. years tch. exper. before princ.
PRIVATE	4.4	61.3	34.4	12.0	30.4	51.0	18.5	9.8
Urban	3.5	61.4	35.1	11.7	24.9	53.9	21.2	10.5
School level								
Elementary	3.5	71.7	24.8	11.6	24.2	55.9	19.9	11.6
Secondary	1.3	42.8	55.9	14.0	16.1	61.5	22.4	11.6
Combined	5.9	54.7	39.4	9.7	31.7	43.9	24.4	6.8
Minority enrollment								
Less than 20%	3.4	59.4	37.2	11.7	25.2	54.1	20.7	9.8
20% or more	3.8	64.8	31.4	11.7	24.5	53.6	21.9	11.4
School size								
Less than 150	7.9	63.7	28.4	9.0	40.3	44.4	15.3	7.8
150 to 499	3.4	65.6	31.0	11.8	16.8	60.5	22.7	12.4
500 to 749	1.8	59.4	38.8	11.5	3.1	58.4	38.5	11.8
750 or more	—	44.9	54.3	14.7	5.5	62.1	32.4	12.1
Suburban	3.0	59.7	37.3	12.2	24.9	51.5	23.6	9.5
School level								
Elementary	3.7	66.9	29.4	11.7	29.2	49.2	21.7	9.8
Secondary	—	49.0	50.5	15.6	2.1	56.6	41.3	11.8
Combined	3.3	54.4	42.2	11.3	22.2	55.7	22.1	8.0
Minority enrollment								
Less than 20%	3.0	59.7	37.3	12.4	24.3	51.6	24.1	9.5
20% or more	2.9	59.8	37.2	11.5	27.1	51.3	21.6	9.5
School size								
Less than 150	5.0	61.7	33.3	9.7	41.9	38.2	20.0	6.5
150 to 499	4.7	59.9	35.4	12.1	14.9	61.4	23.7	11.5
500 to 749	—	66.0	33.7	12.0	—	72.5	26.7	12.6
750 or more	0.0	51.3	48.7	15.1	7.5	47.4	45.1	12.9
Rural–small city	6.8	66.4	26.7	12.0	38.6	47.8	13.6	9.1
School level								
Elementary	7.0	72.5	20.5	11.7	35.7	50.1	14.2	10.5
Secondary	1.3	51.8	46.9	13.6	14.5	69.1	16.4	10.3
Combined	9.6	63.2	27.2	11.5	48.4	39.5	12.1	6.4
Minority enrollment								
Less than 20%	7.0	67.0	25.9	11.7	40.6	47.3	12.1	9.3
20% or more	5.2	62.6	32.2	13.6	25.4	50.8	23.8	8.0
School size								
Less than 150	12.8	67.4	19.7	11.0	52.5	39.9	7.6	7.4
150 to 499	3.3	67.4	29.4	12.3	15.8	60.5	23.7	12.1
500 to 749	—	58.1	39.9	13.9	—	—	—	—
750 or more	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School, School Administrator, and Teacher Questionnaires).

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Table 3.10—Percentage distribution of teachers and principals in public schools by highest degree earned and average years of teaching experience, by state: 1987–88

	Teachers				Principals			
	Less than BA/BS	BA/BS	Higher than BA/BS	Avg. years teaching experience	Less than MA	MA	Higher than MA	Avg. years tch. exper. before princ.
TOTAL	0.6	52.1	47.3	14.5	2.5	53.4	44.1	9.8
Alabama	1.1	40.3	58.6	13.7	0.0	40.5	59.5	9.7
Alaska	—	59.2	40.8	12.9	10.2	57.5	32.4	9.0
Arizona	—	56.3	43.4	12.6	—	57.5	41.9	10.1
Arkansas	0.3	66.5	33.3	12.0	—	52.9	46.5	9.1
California	0.1	55.3	44.6	15.6	8.3	55.8	35.8	10.6
Colorado	0.3	50.4	49.2	14.0	0.0	52.7	47.3	9.4
Connecticut	0.9	22.6	76.5	16.2	0.0	12.0	88.0	10.4
Delaware	1.4	65.2	33.4	15.3	—	46.5	52.1	8.8
Dist. of Columbia	—	42.5	56.2	18.2	0.0	64.5	35.5	11.5
Florida	0.9	58.7	40.4	13.2	—	71.9	27.9	10.7
Georgia	0.7	44.9	54.4	12.3	0.0	29.0	71.0	10.1
Hawaii	—	53.6	45.9	16.6	5.0	38.6	56.3	11.3
Idaho	0.5	72.4	27.1	12.4	—	64.7	29.9	8.6
Illinois	—	51.4	48.5	16.0	0.0	60.2	39.8	9.7
Indiana	0.7	14.9	84.5	15.3	0.0	37.3	62.7	9.3
Iowa	0.7	65.5	33.8	16.3	0.0	64.8	35.2	8.6
Kansas	—	53.3	46.6	14.1	0.0	74.0	26.0	9.1
Kentucky	1.1	23.6	75.4	14.4	—	11.3	87.6	10.1
Louisiana	0.8	53.2	46.0	13.4	0.0	50.0	50.0	12.6
Maine	—	68.8	31.0	14.0	19.3	59.9	20.8	9.2
Maryland	0.9	41.0	58.1	15.0	0.0	64.4	35.6	10.0
Massachusetts	1.6	46.3	52.2	15.9	3.4	53.7	42.9	10.5
Michigan	—	39.7	60.2	16.5	3.7	60.8	35.5	9.1
Minnesota	0.3	64.6	35.1	16.2	—	31.8	67.5	8.4
Mississippi	0.5	56.7	42.8	13.4	—	56.3	42.5	10.7
Missouri	0.9	52.4	46.7	13.7	—	52.9	45.7	8.8
Montana	0.0	75.6	24.4	13.6	—	79.8	17.4	8.3
Nebraska	—	61.2	38.5	14.4	—	53.9	42.1	8.3
Nevada	—	47.0	52.4	14.0	0.0	68.4	31.6	8.8
New Hampshire	2.2	65.2	32.6	13.0	13.5	59.2	27.3	9.4
New Jersey	0.6	57.6	41.8	15.4	—	57.3	42.2	10.1
New Mexico	—	47.2	52.6	13.6	6.4	64.5	29.1	9.2
New York	0.4	31.9	67.7	15.6	1.4	34.9	63.8	10.9
North Carolina	1.2	66.9	31.8	14.1	0.0	45.8	54.2	9.5
North Dakota	0.7	82.2	17.1	13.3	27.5	63.7	8.9	8.2
Ohio	1.2	55.0	43.8	14.8	2.5	71.6	25.9	9.7
Oklahoma	0.6	54.9	44.6	12.4	4.0	48.6	47.4	8.7
Oregon	0.0	53.9	46.1	13.9	—	47.5	47.1	9.8
Pennsylvania	0.8	47.6	51.6	16.5	—	37.5	60.9	9.9

Table 3.10—Percentage distribution of teachers and principals in public schools by highest degree earned and average years of teaching experience, by state: 1987–88 —continued

	Teachers				Principals			
	Less than BA/BS	BA/BS	Higher than BA/BS	Avg. years teaching experience	Less than MA	MA	Higher than MA	Avg. years tch. exper. before princ.
Rhode Island	0.0	37.1	62.9	17.0	0.0	70.5	29.5	13.1
South Carolina	0.9	50.0	49.1	13.1	0.0	46.8	53.2	8.7
South Dakota	—	82.0	17.5	12.6	0.0	85.9	14.1	8.9
Tennessee	1.5	52.0	46.5	13.9	3.5	50.5	46.0	10.3
Texas	1.0	64.3	34.7	12.2	1.2	51.4	47.5	10.7
Utah	0.6	73.3	26.1	11.5	—	32.7	64.6	10.3
Vermont	0.8	57.5	41.6	13.6	14.1	63.0	22.9	9.2
Virginia	0.9	61.4	37.7	14.0	0.0	68.7	31.3	9.0
Washington	0.6	68.8	30.6	15.2	—	64.5	33.1	8.9
West Virginia	0.7	51.7	47.6	13.6	—	66.7	31.9	8.4
Wisconsin	0.0	63.2	36.8	15.7	1.9	70.9	27.3	9.6
Wyoming	0.0	70.7	29.3	13.4	0.0	65.4	34.6	9.3

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School, School Administrator, and Teacher Questionnaires).

Table 3.11—Percentage distribution of public school teachers by type of certification in main assignment field, by state: 1987–88

	Regular	Probation	Temporary	None
TOTAL	88.7	2.9	5.2	3.2
Alabama	94.3	2.0	2.0	1.7
Alaska	90.6	0.0	—	8.7
Arizona	86.7	3.0	6.1	4.2
Arkansas	93.1	1.2	3.5	2.2
California	86.2	3.5	6.6	3.8
Colorado	91.4	2.3	2.8	3.5
Connecticut	77.1	6.7	14.3	1.9
Delaware	89.7	3.1	3.2	4.0
Dist. of Columbia	72.8	12.5	5.4	9.3
Florida	82.7	4.5	6.3	6.5
Georgia	88.9	3.4	5.7	2.0
Hawaii	84.9	6.9	2.3	5.9
Idaho	93.7	0.7	4.2	1.4
Illinois	86.8	1.2	6.6	5.4
Indiana	93.3	1.0	4.1	1.6
Iowa	93.8	1.4	3.2	1.6
Kansas	96.2	—	2.1	1.5
Kentucky	89.0	1.8	8.1	1.1
Louisiana	88.7	1.9	4.3	5.1
Maine	83.3	5.9	7.8	2.9
Maryland	90.4	3.4	3.7	2.4
Massachusetts	91.1	—	3.1	5.7
Michigan	86.8	3.4	7.3	2.5
Minnesota	91.8	3.8	2.8	1.6
Mississippi	93.6	1.5	3.9	0.9
Missouri	95.6	0.4	2.6	1.4
Montana	91.4	4.5	2.8	1.3
Nebraska	89.5	7.5	1.1	1.8
Nevada	87.8	3.2	4.6	4.4
New Hampshire	89.3	3.0	2.7	5.0
New Jersey	95.4	—	1.6	2.8
New Mexico	92.0	—	3.8	3.6
New York	81.2	4.9	8.6	5.3
North Carolina	87.8	6.0	3.5	2.6
North Dakota	96.2	2.1	0.8	0.9
Ohio	89.0	1.2	8.7	1.1
Oklahoma	92.7	1.1	3.8	2.4
Oregon	88.9	5.6	3.4	2.1
Pennsylvania	91.1	3.3	3.7	1.9
Rhode Island	91.0	2.8	4.1	2.1

Table 3.11—Percentage distribution of public school teachers by type of certification in main assignment field, by state: 1987–88 —continued

	Regular	Probation	Temporary	None
South Carolina	92.3	—	2.9	4.7
South Dakota	96.6	1.6	1.0	0.8
Tennessee	86.2	6.5	4.6	2.7
Texas	88.0	2.2	6.1	3.7
Utah	91.8	1.9	4.0	2.3
Vermont	86.4	10.8	1.4	1.4
Virginia	87.4	4.1	4.0	4.5
Washington	88.0	5.5	4.2	2.4
West Virginia	86.3	4.2	7.2	2.4
Wisconsin	93.9	1.6	4.0	0.5
Wyoming	94.6	1.1	3.1	1.2

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher Questionnaire).

Chapter 4

Working Conditions

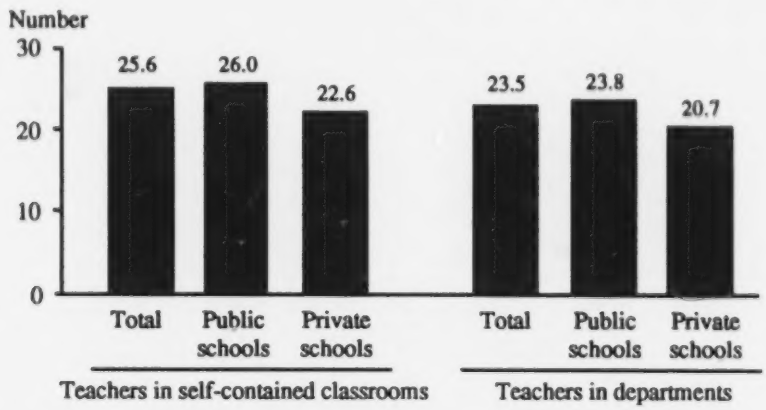
Working conditions may enhance the possibility of good teaching. Staffing configurations, class size, teacher class loads, and the distribution of instructional time devoted to different subject areas are some of the measures that describe the daily working conditions of teachers in schools.

Teaching Load

There were considerable differences in average class size in public and private schools: the average class size for public school teachers in departmentalized subjects was 23.8 students, while for private school teachers, it was 20.7[8] (table 4.1, figure 4.1). For teachers in self-contained classrooms, the average class size in public schools was 26.0, while for teachers in private schools, it was 22.6.[9] Among urban and rural–small city elementary schools, the average class size for self-contained classrooms in private schools was smaller than in public schools (23.8 in urban private, compared with 26.1 in urban public; 21.0 in rural–small city private, compared with 25.0 in rural–small city public) (figure 4.2). The average class size for secondary teachers in departments was also lower in private than in public urban and rural–small city schools (22.2 in urban private, compared with 25.1 in urban public; 17.8 in rural–small city private, compared with 22.1 in rural public). These patterns did not hold in suburban schools.

With regard to teaching responsibilities, public school teachers in departments averaged 5.0 periods per day. In contrast, private school teachers in departments averaged somewhat less, 4.6 periods per day. Caution must be exercised in making comparisons, however, because the length of a period varies from school to school.

Figure 4.1—Average class size for teachers in self-contained classrooms and teachers in departments in all schools and public and private schools: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

[8] Teachers in departments are mostly at the secondary level.
[9] Most self-contained classrooms are in elementary schools.

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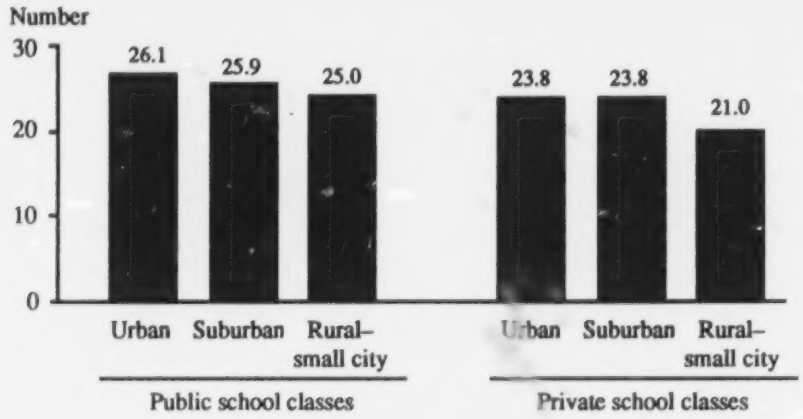
Figure 4.2—Average class size for public and private elementary school teachers in self-contained classrooms, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

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Table 4.1—Average number of periods taught per day by teachers in departments, and average class size, by selected school characteristics: 1987–88

	Teachers in departments		Self-contained
	Average periods/day	Average class size	average class size
TOTAL	4.9	23.5	25.6
PUBLIC	5.0	23.8	26.0
Urban	4.9	25.5	26.4
School level			
Elementary	4.8	26.8	26.1
Secondary	4.9	25.1	32.4
Combined	5.4	22.7	22.0
Minority enrollment			
Less than 20%	4.8	24.8	25.9
20% or more	4.9	25.8	26.6
School size			
Less than 150	7.6	16.7	18.9
150 to 499	4.6	24.8	24.3
500 to 749	5.0	25.7	27.2
750 or more	4.9	25.7	28.8
Suburban	4.9	24.6	26.4
School levels			
Elementary	4.9	25.8	25.9
Secondary	4.8	24.2	33.6
Combined	4.9	20.1	16.8
Minority enrollment			
Less than 20%	4.9	24.3	26.3
20% or more	4.8	25.3	26.6
School size			
Less than 150	6.0	9.1	19.4
150 to 499	4.7	24.4	25.0
500 to 749	4.8	25.2	27.3
750 or more	4.9	24.7	28.3
Rural–small city	5.1	22.7	25.5
School level			
Elementary	5.1	24.6	25.0
Secondary	5.1	22.1	32.1
Combined	5.2	19.0	21.9
Minority enrollment			
Less than 20%	5.1	22.5	25.3
20% or more	5.2	23.2	26.0
School size			
Less than 150	5.1	15.8	20.2
150 to 499	5.1	22.3	24.4
500 to 749	5.2	23.2	27.2
750 or more	5.0	23.8	30.3

Table 4.1—Average number of periods taught per day by teachers in departments, and average class size, by selected school characteristics: 1987–88—continued

	Teachers in departments		Self-contained
	Average periods/day	Average class size	average class size
PRIVATE	4.6	20.7	22.6
Urban	4.6	22.3	23.7
School level			
Elementary	5.1	24.1	23.8
Secondary	4.4	22.2	35.7
Combined	4.2	19.9	21.2
Minority enrollment			
Less than 20%	4.5	21.7	23.2
20% or more	4.9	23.5	24.4
School size			
Less than 150	4.4	15.0	16.7
150 to 499	4.7	21.3	25.2
500 to 749	4.7	24.0	27.3
750 or more	4.3	25.2	32.3
Suburban	4.4	22.0	23.1
School level			
Elementary	4.8	24.1	23.8
Secondary	4.7	27.0	—
Combined	3.9	16.1	21.2
Minority enrollment			
Less than 20%	4.4	21.8	22.4
20% or more	4.7	23.3	25.5
School size			
Less than 150	3.4	15.8	17.6
150 to 499	4.4	20.8	25.1
500 to 749	4.4	21.1	26.4
750 or more	4.8	26.7	24.4
Rural–small city	4.6	17.7	20.7
School level			
Elementary	4.7	20.3	21.0
Secondary	4.4	17.8	—
Combined	4.7	14.2	18.2
Minority enrollment			
Less than 20%	4.6	17.8	21.0
20% or more	4.6	16.1	18.7
School size			
Less than 150	4.2	13.3	17.3
150 to 499	4.8	18.6	23.8
500 to 749	5.1	21.7	—
750 or more	—	—	—

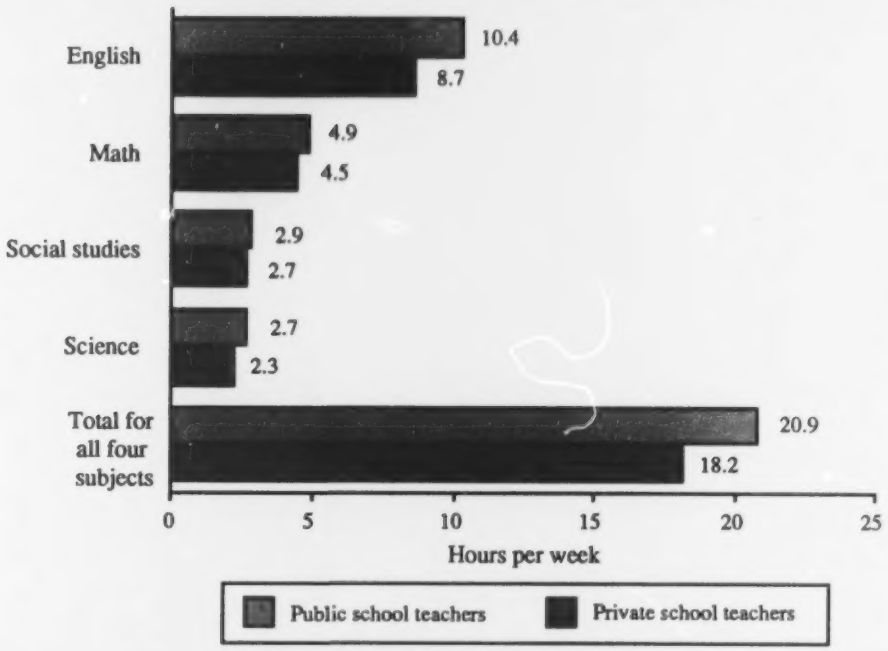
—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

Time Teaching Core Subjects

It has been argued that the differences in curricular emphasis among schools may lead to different learning opportunities for students.[10] In the aggregate, some differences in curriculum offerings between public and private schools were evident. Public school teachers in self-contained classrooms taught more total hours per week in basic subject areas—English, mathematics, social studies, and the sciences—on average, than their private school counterparts (20.9 compared with 18.2) (table 4.2, figure 4.3). In elementary, self-contained classes, the greatest difference was in the amount of time devoted to teaching English (10.4 hours per week, on average, in public schools, compared with 8.7 hours per week, on average, in private schools). In other subjects, differences were less, but still significant: mathematics was 4.9 hours, on average, in public schools, compared with 4.5 hours, on average, in private schools; social science was 2.9 hours, on average, in public schools and 2.7 hours, on average, in private schools; and science was 2.7 hours, on average, in public schools, compared with 2.3 hours, on average, for private schools.

In elementary schools in all three types of communities, the average total hours per week of teaching basic subjects in self-contained classrooms was higher in the public than in the private sector. The average ranged from 20.7 to 21.1 hours in public schools and from 17.4 to 18.7 hours in private schools.

Figure 4.3—Average hours per week that public and private elementary school teachers in self-contained classrooms spent teaching certain subjects: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

[10]This issue has been discussed extensively in comparisons of curriculum in many subject areas across countries. For an overview see McKnight, Curtis C. et al., *The Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective* (Champaign, Il: Stipes, 1989).

72

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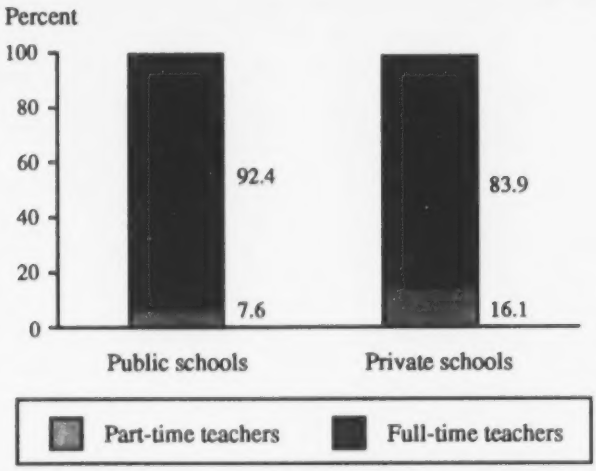
Assignments

Public and private sector teaching staff configurations differed considerably. In 1987–88, a larger proportion of public school teachers were full-time (92 percent), as compared with private school teachers (84 percent) (table 4.3, figure 4.4).[11] The proportion of itinerant teachers and long-term substitutes in the public schools (5 percent and 1 percent, respectively) was larger than the corresponding proportion in private schools (1 percent and less than 1 percent, respectively). Table 4.4 reports the number of teachers in 18 primary fields for public and private elementary and secondary schools.

Figure 4.4—Percentage of full- and part-time teachers in public and private schools, by teaching status: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

[11] Part-time teachers are those who reported working three-quarters time or less.

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Table 4.2—Average hours per week and percentage of teaching hours per week that elementary school teachers in self-contained classes spent teaching certain subjects, by selected school characteristics: 1987–88

	Average hours per week					Percent of hours for all four			
	English/ lang.arts	Arith./ math.	Soc. stud./ history	Science	Total of all four	English/ lang. arts	Arith./ math.	Soc. stud./ history	Science
TOTAL	10.2	4.8	2.9	2.6	20.6	49.2	24.2	14.0	12.6
PUBLIC	10.4	4.9	2.9	2.7	20.9	49.5	24.0	14.0	12.6
Urban	10.5	5.0	3.0	2.6	21.1	49.6	24.4	13.9	12.0
School level									
Elementary	10.6	5.0	3.0	2.6	21.1	49.7	24.4	13.9	12.1
Combined	9.5	4.9	2.8	2.2	19.4	50.1	26.5	13.2	10.2
Minority enrollment									
Less than 20%	10.5	4.7	2.8	2.4	20.4	50.5	24.0	13.8	11.7
20% or more	10.6	5.1	3.0	2.6	21.3	49.3	24.6	14.0	12.1
School size									
Less than 150	9.6	4.9	2.5	2.1	19.1	51.6	26.5	12.0	9.9
150 to 499	10.5	5.1	2.9	2.5	20.9	49.9	24.6	13.6	11.9
500 to 749	10.5	5.0	3.1	2.7	21.3	48.7	24.5	14.3	12.5
750 or more	10.8	4.8	3.0	2.5	21.1	50.5	24.0	14.0	11.6
Suburban	10.2	4.8	2.9	2.7	20.7	49.3	23.7	14.0	13.0
School level									
Elementary	10.2	4.8	2.9	2.8	20.7	49.3	23.7	14.0	13.1
Combined	7.6	4.0	3.0	2.1	16.8	47.6	27.8	14.4	10.2
Minority enrollment									
Less than 20%	10.4	4.7	2.8	2.6	20.5	50.0	23.7	13.7	12.7
20% or more	10.0	4.9	3.1	2.9	21.0	48.1	23.8	14.5	13.6
School size									
Less than 150	7.8	4.3	2.8	2.8	17.7	44.0	26.9	14.7	14.3
150 to 499	10.5	4.7	2.9	2.7	20.8	50.6	23.2	13.6	12.7
500 to 749	10.0	4.8	2.9	2.6	20.2	48.3	24.3	14.4	13.0
750 or more	10.4	5.0	3.1	3.1	21.6	48.3	23.6	14.3	13.8
Rural–small city	10.5	4.8	2.9	2.7	20.8	49.7	23.7	13.9	12.7
School level									
Elementary	10.5	4.8	2.9	2.7	20.8	49.8	23.7	13.8	12.7
Combined	9.8	4.8	3.2	2.7	20.5	48.5	24.2	14.6	12.7
Minority enrollment									
Less than 20%	10.6	4.7	2.8	2.6	20.8	50.3	23.6	13.7	12.4
20% or more	10.3	4.9	3.0	2.9	21.0	48.4	24.0	14.3	13.3
School size									
Less than 150	10.1	5.1	2.9	2.7	20.9	48.1	24.9	14.2	12.8
150 to 499	10.4	4.8	2.8	2.7	20.6	49.8	23.8	13.6	12.7
500 to 749	10.5	4.7	3.0	2.7	20.9	50.0	23.3	14.2	12.5
750 or more	10.7	4.9	3.2	2.8	21.6	49.5	23.6	14.2	12.6

Table 4.2—Average hours per week and percentage of teaching hours per week that elementary school teachers in self-contained classes spent teaching certain subjects, by selected school characteristics: 1987–88—continued

	Average hours per week					Percent of hours for all four			
	English/ lang.arts	Arith./ math.	Soc. stud./ history	Science	Total of all four	English/ lang. arts	Arith./ math.	Soc. stud./ history	Science
PRIVATE	8.7	4.5	2.7	2.3	18.2	47.7	25.7	14.0	12.5
Urban	8.6	4.4	2.7	2.3	18.0	47.3	25.6	14.5	12.6
School level									
Elementary	8.8	4.4	2.6	2.3	18.1	47.8	25.1	14.6	12.5
Combined	7.8	4.3	2.8	2.5	17.4	45.3	27.6	14.2	12.9
Minority enrollment									
Less than 20%	8.9	4.4	2.6	2.2	18.0	48.5	25.4	14.1	12.1
20% or more	8.2	4.3	2.8	2.5	17.8	45.4	26.0	15.3	13.3
School size									
Less than 150	8.1	4.6	2.4	2.3	17.4	45.8	27.8	13.6	12.8
150 to 499	8.8	4.3	2.7	2.2	18.0	47.9	24.9	14.9	12.3
500 to 749	9.6	4.4	3.1	3.4	20.4	48.7	24.3	13.2	13.7
750 or more	—	—	—	—	—	—	—	—	—
Suburban	8.5	4.5	2.5	2.0	17.5	47.7	26.0	14.3	12.0
School level									
Elementary	8.6	4.4	2.4	2.1	17.4	48.2	25.7	13.9	12.2
Combined	8.3	4.7	2.8	2.0	17.7	46.3	26.8	15.5	11.4
Minority enrollment									
Less than 20%	8.4	4.4	2.4	2.0	17.2	48.1	25.9	14.1	11.9
20% or more	8.7	4.8	2.8	2.3	18.6	46.3	26.5	14.9	12.4
School size									
Less than 150	7.8	4.5	2.2	2.0	16.5	46.9	27.5	13.0	12.6
150 to 499	8.6	4.4	2.6	2.1	17.7	47.4	25.3	14.9	12.4
500 to 749	8.5	4.8	2.4	2.0	17.7	47.1	28.3	13.4	11.3
750 or more	—	—	—	—	—	—	—	—	—
Rural–small city	8.8	4.6	2.6	2.6	18.7	48.2	25.6	13.2	13.0
School level									
Elementary	8.8	4.6	2.6	2.5	18.7	48.6	25.7	13.1	12.6
Combined	8.9	4.7	2.6	2.7	18.8	47.3	25.1	13.6	14.0
Minority enrollment									
Less than 20%	8.8	4.6	2.5	2.5	18.5	48.5	25.4	13.1	13.0
20% or more	9.0	5.1	3.2	3.0	20.4	46.6	26.4	14.3	12.7
School size									
Less than 150	8.9	5.0	2.8	2.7	19.3	46.4	26.2	13.8	13.6
150 to 499	8.8	4.2	2.5	2.5	18.0	50.2	25.0	12.6	12.3
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

Table 4.3—Percentage distribution of teachers by teaching status and type of teacher, by selected school characteristics: 1987–88

	Teaching status		Type of teacher		
	All full-time	All part-time	Regular FT or PT	Itinerant teacher	Long-term substitute
TOTAL	91.4	8.6	95.2	4.4	0.4
PUBLIC	92.4	7.6	94.7	4.9	0.5
Urban	93.2	6.8	94.7	4.3	1.0
School level					
Elementary	92.6	7.4	93.1	5.8	1.0
Secondary	94.1	5.9	97.4	1.7	0.8
Combined	94.6	5.4	94.3	4.0	1.7
Minority enrollment					
Less than 20%	90.2	9.8	92.5	7.0	0.5
20% or more	94.2	5.8	95.5	3.4	1.2
School size					
Less than 150	92.4	7.6	92.6	6.8	0.6
150 to 499	88.9	11.1	90.9	8.7	0.4
500 to 749	94.1	5.9	94.4	4.5	1.1
750 or more	94.7	5.3	96.8	2.0	1.2
Suburban	92.1	7.9	94.8	4.8	0.4
School level					
Elementary	90.9	9.1	92.9	6.6	0.5
Secondary	93.8	6.2	97.3	2.3	0.4
Combined	94.7	5.3	96.1	3.7	—
Minority enrollment					
Less than 20%	91.4	8.6	94.3	5.3	0.4
20% or more	93.7	6.3	95.7	3.9	0.5
School size					
Less than 150	91.6	8.4	96.1	3.8	—
150 to 499	88.8	11.2	91.5	7.9	0.5
500 to 749	91.9	8.1	94.6	5.1	0.3
750 or more	94.3	5.7	96.8	2.8	0.5
Rural–small city	92.0	8.0	94.4	5.4	0.2
School level					
Elementary	91.0	9.0	92.5	7.3	0.2
Secondary	93.8	6.2	96.9	2.9	0.2
Combined	91.5	8.5	96.9	2.8	0.3
Minority enrollment					
Less than 20%	91.0	9.0	94.0	5.8	0.2
20% or more	94.6	5.4	95.3	4.5	0.2
School size					
Less than 150	85.6	14.4	91.5	8.5	—
150 to 499	90.0	10.0	92.7	7.1	0.2
500 to 749	94.4	5.6	95.5	4.1	0.3
750 or more	95.2	4.8	97.3	2.5	0.2

Table 4.3—Percentage distribution of teachers by teaching status and type of teacher, by selected school characteristics: 1987–88—continued

	Teaching status		Type of teacher		
	All full-time	All part-time	Regular FT or PT	Itinerant teacher	Long-term substitute
PRIVATE	83.9	16.1	99.0	0.8	0.1
Urban	84.2	15.8	99.3	0.6	—
School level					
Elementary	86.5	13.5	99.2	0.8	0.0
Secondary	81.6	18.4	99.6	0.4	0.0
Combined	81.4	18.6	99.5	0.3	—
Minority enrollment					
Less than 20%	83.1	16.9	99.4	0.5	—
20% or more	86.1	13.9	99.3	0.7	0.0
School size					
Less than 150	76.6	23.4	99.1	0.9	0.0
150 to 499	84.4	15.6	99.1	0.8	—
500 to 749	86.5	13.5	99.6	—	0.0
750 or more	89.8	10.2	100.0	0.0	0.0
Suburban	83.2	16.8	99.5	0.4	—
School level					
Elementary	82.0	18.0	99.8	—	—
Secondary	90.2	9.8	99.8	—	0.0
Combined	81.5	18.5	99.1	—	0.0
Minority enrollment					
Less than 20%	82.4	17.6	99.4	0.5	—
20% or more	86.9	13.1	100.0	0.0	0.0
School size					
Less than 150	69.1	30.9	99.8	—	0.0
150 to 499	82.0	18.0	99.1	0.9	—
500 to 749	88.1	11.9	100.0	0.0	0.0
750 or more	95.3	4.7	99.9	—	0.0
Rural–small city	83.9	16.1	98.4	1.5	0.1
School level					
Elementary	84.1	15.9	97.4	2.4	0.2
Secondary	79.1	20.9	99.3	—	0.0
Combined	86.1	13.9	99.6	0.3	—
Minority enrollment					
less than 20%	82.9	17.1	98.2	1.6	0.2
20% or more	90.5	9.5	99.5	—	0.0
School size					
Less than 150	82.3	17.7	98.0	1.7	0.3
150 to 499	84.0	16.0	98.4	1.5	—
500 to 749	91.4	8.6	99.8	—	0.0
750 or more	—	—	—	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

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Table 4.4—Number of teachers by sector and level by main assignment field: 1987–88

	All		Public		Private	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
TOTAL	1,341,471	1,288,864	1,181,578	1,141,626	159,893	147,238
Kindergarten	121,681	—	102,112	—	19,569	—
General elementary	797,819	—	687,198	—	110,622	—
Basic skills/remedial	20,156	10,334	19,139	9,690	—	—
Gifted	16,761	9,908	16,493	9,426	—	—
Bilingual/ESL	15,803	8,822	15,563	8,595	—	—
English/language arts	49,798	214,936	44,793	186,719	5,005	28,216
Math/computer science	22,388	173,752	19,030	150,936	3,358	22,816
Foreign language	2,819	60,874	—	45,732	936	15,142
Social science	9,568	142,766	8,477	125,340	1,091	17,426
Science	11,633	141,134	10,343	121,851	—	19,283
Other special area	105,942	357,971	100,158	320,423	5,784	37,548
Special education						
Mentally retarded	28,205	19,801	27,235	19,330	—	—
Emotionally disturbed	12,940	12,287	11,615	11,021	1,325	1,267
Learning disabled	69,369	47,312	66,489	46,644	2,880	—
Speech/hearing impaired	25,524	4,345	24,542	4,286	—	—
Other special education	18,296	10,949	17,924	10,700	—	—
Vocational education	—	50,622	—	49,886	—	—
All others	12,627	22,662	8,444	20,780	4,183	1,882

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher Questionnaire).

Chapter 5

Compensation

Policymakers are very interested in issues of compensation and benefits. Many reform models suggest that to attract new teachers into the profession, to achieve a committed work force of teachers and administrators, and to retain qualified staff, the schools must offer opportunities commensurate with other professions that attract individuals with similar levels of education. Tracking salaries and benefits provides a clear portrait of the financial incentives for entering, and remaining in, the school work force.

Salaries and Other Compensation

Teachers

In 1987–88, the average base salary among all full-time teachers was $25,205; the average public-school base salary was $26,231; and the average private-school base salary was $16,562 (tables 5.1, 5.2, and 5.3, figure 5.1). A higher proportion of private school teachers earned non-school income (32 percent) than did public school teachers (24 percent); and a greater proportion of public school teachers than private school teachers earned other compensation at school during the school year (35 percent for public, compared with 21 percent for private). Public elementary and secondary teachers in all types of communities had higher salaries than their private school counterparts.

Public school teachers in suburban communities had higher base salaries, on average, than teachers in urban communities, who in turn, had higher salaries than those in rural–small city communities. In the private sector, the base salaries of urban and suburban teachers were not significantly different from each other, but both were higher than the base salaries of rural–small city teachers.

In urban, suburban, and rural–small city schools, in both the public and private sector, secondary school teachers were more likely than their elementary school counterparts to have received other school-year compensation. Public secondary school teachers in all three community types were more likely than their elementary school counterparts to have received summer salary and other non-school income.

Including all sources of income, public school teachers earned more than private school teachers. In 1987–88, the average for all teachers was $27,231 ($28,284 for public school teachers and $18,378 for private school teachers).[12]

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[12] Note that the average computed for a type of compensation other than base salary was computed using only teachers with that type of compensation. Consequently, the average total earnings does not equal the sum of the averages of the various types of compensation.

Table 5.1—Average earnings for full-time teachers, percentage of teachers who received various types of compensation, and average principal salary, by selected school characteristics: 1987–88

	Average amount for teachers					Percent of teachers who received			Average principal salary
	Total earnings	Base salary	Other schl. year comp.	Summer supple.	Non-school	Other schl. year comp.	Summer supple.	Non-school	
TOTAL	$27,231	$25,205	$2,007	$1,842	$4,322	33.5	17.3	25.0	$37,663
PUBLIC SCHOOLS	28,284	26,231	2,009	1,814	4,489	35.1	17.5	24.1	41,963
Urban	30,047	27,915	2,208	1,998	4,873	30.1	19.0	23.4	46,605
School level									
Elementary	28,722	27,292	1,665	1,867	3,891	22.1	16.4	18.8	45,357
Secondary	32,045	28,839	2,614	2,037	5,760	44.0	22.9	30.6	50,920
Combined	31,808	28,910	2,974	3,010	6,077	23.7	24.6	26.7	46,884
Minority enrollment									
Less than 20%	29,983	27,739	1,838	1,770	5,259	33.2	18.4	26.1	45,812
20% or more	30,069	27,976	2,356	2,073	4,715	29.0	19.3	22.4	46,884
School size									
Less than 150	28,469	25,565	2,307	2,616	5,073	25.4	32.1	24.8	44,734
150 to 499	28,686	27,374	1,516	1,732	4,354	21.4	15.3	18.3	44,268
500 to 749	28,940	27,262	1,732	1,738	4,547	24.1	15.3	22.0	46,244
750 or more	31,366	28,615	2,567	2,157	5,190	37.7	22.6	26.5	50,621
Suburban	31,372	29,170	2,096	1,619	4,812	38.0	18.5	24.0	47,843
School level									
Elementary	30,031	28,526	1,568	1,400	4,382	27.8	15.8	19.9	46,580
Secondary	33,225	30,116	2,479	1,809	5,189	51.8	21.7	29.4	51,436
Combined	29,728	27,136	1,895	1,949	5,019	33.8	25.9	25.8	47,363
Minority enrollment									
Less than 20%	31,472	29,320	1,974	1,446	4,937	40.1	17.4	23.7	47,778
20% or more	31,189	28,894	2,358	1,891	4,586	34.2	20.4	24.6	47,967
School size									
Less than 150	29,398	26,516	3,589	2,804	5,251	30.0	28.4	20.8	44,331
150 to 499	30,788	28,901	1,438	1,411	5,068	30.5	18.2	22.5	46,572
500 to 749	30,833	29,316	1,891	1,255	4,303	35.6	15.3	20.8	47,318
750 or more	32,027	29,297	2,420	1,836	4,901	43.6	20.1	26.6	50,978
Rural–small city	25,912	23,983	1,861	1,767	4,087	36.7	16.1	24.3	38,293
School level									
Elementary	25,024	23,719	1,638	1,523	3,514	26.0	14.6	19.8	37,515
Secondary	27,579	24,751	2,055	1,993	4,584	52.1	18.7	30.7	40,825
Combined	24,349	22,037	1,722	2,294	4,557	43.1	14.5	27.6	36,358
Minority enrollment									
Less than 20%	26,130	24,169	1,770	1,708	3,967	39.8	16.2	25.4	38,063
20% or more	25,386	23,537	2,158	1,914	4,432	29.3	15.8	21.5	38,881
School size									
Less than 150	23,325	21,387	1,469	2,094	4,143	39.6	17.3	24.8	33,558
150 to 499	25,198	23,385	1,770	1,791	4,106	35.3	14.5	23.2	37,567
500 to 749	25,937	24,201	1,880	1,653	3,838	33.4	15.9	23.1	40,594
750 or more	27,869	25,512	2,079	1,769	4,277	42.3	19.1	27.4	44,982

Table 5.1—Average earnings for full-time teachers, percentage of teachers who received various types of compensation, and average principal salary, by selected school characteristics: 1987–88—continued

	Average amount for teachers					Percent of teachers who received			Average principal salary
	Total earnings	Base salary	Other schl. year comp.	Summer supple.	Non–school	Other schl. year comp.	Summer supple.	Non–school	
PRIVATE SCHOOLS	$18,378	$16,562	$1,975	$2,098	$3,277	20.6	16.2	32.2	$22,350
Urban	18,497	16,670	1,798	1,924	3,477	22.8	15.1	31.1	23,758
School level									
Elementary	16,837	15,603	1,285	1,869	3,048	10.5	11.4	26.8	21,265
Secondary	21,339	18,886	1,531	1,877	3,707	51.2	17.1	38.7	28,944
Combined	20,004	17,254	2,809	2,035	4,096	27.2	22.6	34.6	28,665
Minority enrollment									
Less than 20%	18,860	16,943	1,907	1,885	3,399	24.3	13.4	31.6	24,650
20% or more	17,860	16,189	1,566	1,974	3,617	20.1	18.0	30.1	22,716
School size									
Less than 150	15,686	13,946	3,184	2,095	3,114	8.9	23.3	31.8	21,649
150 to 499	17,453	15,972	1,305	1,991	3,253	15.5	11.9	27.5	23,803
500 to 749	20,166	17,966	1,570	1,735	3,733	34.7	15.0	40.6	29,715
750 or more	23,159	20,429	2,292	1,729	4,162	49.9	18.4	32.8	35,691
Suburban	19,758	17,685	2,198	2,159	3,369	24.3	17.3	31.0	24,990
School level									
Elementary	17,025	15,471	1,891	1,977	3,489	12.1	14.7	25.9	21,371
Secondary	24,552	20,835	2,579	—	4,397	58.4	17.4	37.9	30,958
Combined	21,149	19,229	1,919	2,477	2,658	23.7	21.1	34.9	33,061
Minority enrollment									
Less than 20%	19,474	17,360	2,203	2,343	3,448	25.2	15.8	30.0	24,963
20% or more	20,978	19,086	2,175	1,617	3,078	20.5	23.9	35.3	25,082
School size									
Less than 150	17,841	15,717	3,329	2,853	3,525	11.9	22.3	28.5	23,381
150 to 499	18,421	16,483	2,254	2,236	3,165	19.0	15.1	31.4	24,289
500 to 749	20,339	18,384	1,586	1,960	2,928	23.5	24.1	31.8	26,484
750 or more	23,131	20,746	2,227	—	4,062	44.0	11.9	31.2	41,132
Rural–small city	16,021	14,456	2,408	2,162	2,927	14.2	13.6	33.5	19,109
School level									
Elementary	14,398	13,304	1,400	2,472	2,421	8.3	10.2	29.0	16,414
Secondary	19,759	17,553	1,998	2,311	2,885	32.6	20.9	43.7	27,977
Combined	17,167	15,039	3,855	1,703	3,726	15.9	16.3	36.8	22,711
Minority enrollment									
Less than 20%	15,512	14,042	2,119	2,183	2,778	14.4	13.6	32.3	18,263
20% or more	19,093	16,929	—	2,025	3,649	12.9	13.1	40.6	25,257
School size									
Less than 150	14,767	13,289	2,052	2,065	2,722	10.2	15.5	37.8	17,585
150 to 499	16,359	14,805	2,785	2,308	3,037	14.9	12.0	30.4	20,652
500 to 749	17,812	16,377	—	—	—	17.9	12.1	33.0	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School, School Administrator, and Teacher Questionnaires).

Table 5.2—Average full-time public school teacher and principal salaries and percentage of teachers who were strongly or somewhat satisfied with their salaries, by state: 1987–88

	Average teacher salary	Percent of teachers strongly or somewhat satisfied with salary	Average principal salary
TOTAL	$26,231	40.1	$41,963
Alabama	22,223	28.6	35,331
Alaska	41,250	70.2	55,915
Arizona	26,122	43.3	43,257
Arkansas	19,290	26.8	31,625
California	31,916	39.8	49,687
Colorado	26,434	45.9	43,655
Connecticut	32,292	60.5	50,008
Delaware	27,829	43.4	49,022
Dist. of Columbia	32,436	19.8	45,408
Florida	23,710	29.4	44,947
Georgia	24,197	31.6	41,167
Hawaii	26,069	43.8	41,075
Idaho	21,038	23.5	32,492
Illinois	27,106	41.1	43,374
Indiana	26,106	46.6	40,864
Iowa	21,970	47.3	38,248
Kansas	22,511	36.1	38,342
Kentucky	22,845	32.8	37,785
Louisiana	19,556	8.7	33,418
Maine	22,534	42.5	31,988
Maryland	28,669	37.1	47,560
Massachusetts	28,521	37.4	43,532
Michigan	31,573	54.9	44,453
Minnesota	28,316	50.1	44,934
Mississippi	19,195	21.4	31,498
Missouri	22,524	46.9	36,588
Montana	22,140	33.9	36,125
Nebraska	20,838	41.2	36,114
Nevada	27,460	39.1	47,973
New Hampshire	23,466	41.8	36,411
New Jersey	30,145	38.3	53,047
New Mexico	23,084	19.0	36,127
New York	32,266	48.5	52,210
North Carolina	22,071	25.4	40,615
North Dakota	20,303	29.6	30,954
Ohio	26,332	53.0	40,724
Oklahoma	20,665	19.9	32,755
Oregon	25,134	51.0	40,339
Pennsylvania	28,152	48.1	42,455
Rhode Island	30,815	68.8	42,478

Table 5.2—Average full-time public school teacher and principal salaries and percentage of teachers who were strongly or somewhat satisfied with their salaries, by state: 1987–88—continued

	Average teacher salary	Percent of teachers strongly or somewhat satisfied with salary	Average principal salary
South Carolina	$23,472	44.2	$41,053
South Dakota	17,731	24.9	27,919
Tennessee	21,406	26.2	34,678
Texas	23,495	41.3	40,271
Utah	21,620	17.6	37,198
Vermont	23,433	47.7	32,789
Virginia	24,969	46.3	42,452
Washington	27,036	30.6	43,971
West Virginia	20,957	13.0	32,474
Wisconsin	26,353	52.1	40,527
Wyoming	25,706	51.2	42,408

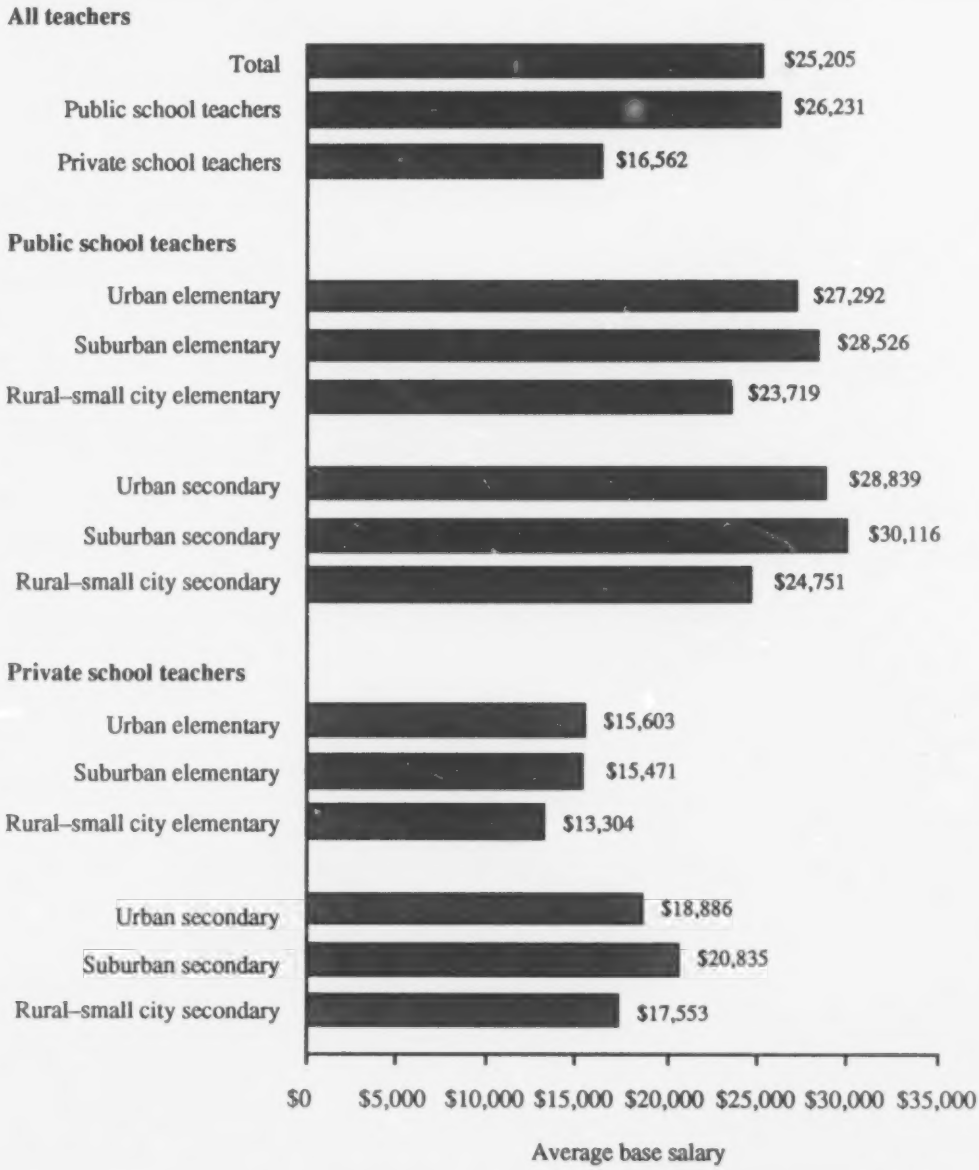
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Administrator and Teacher Questionnaires).

Table 5.3—Average salaries of principals and teachers, by private school type: 1987–88

	Principals	Teachers	
		Total school salary	Base salary
Private school type			
Religious	$18,004	$16,038	$15,437
Nonsectarian	30,263	20,841	19,545
Private school category			
Assembly of God	16,581	12,583	11,755
Baptist	16,172	11,879	11,384
Calvinist	30,354	21,419	20,642
Christian	16,094	14,981	14,398
Episcopal	34,759	19,840	19,247
Friends	34,868	20,299	19,718
Jewish	37,084	21,957	21,186
Lutheran	23,127	16,933	16,264
7th Day Adventist	21,236	21,477	20,901
Roman Catholic	16,324	16,199	15,594
Other: Religious	13,931	13,727	13,227
Exceptional children	36,703	20,733	18,756
Montessori	18,822	17,616	16,638
NAIS	47,378	22,476	21,333
Other: Nonsectarian	27,890	19,663	18,273
9-Category typology			
Catholic			
-Parochial	14,600	14,867	14,545
-Diocesan	18,788	16,508	15,729
-Private order	23,097	21,168	19,662
Other Religious			
-Conservative Christian	15,340	12,942	12,435
-Affiliated	24,735	18,222	17,668
-Unaffiliated	17,448	15,034	14,235
Nonsectarian			
-Regular	31,503	20,553	19,408
-Special emphasis	26,464	21,464	20,194
-Special education	34,917	20,751	18,708
NAIS membership status			
Not NAIS	19,091	16,285	15,576
NAIS	41,972	21,879	20,921

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher, Administrator, and School Questionnaires).

Figure 5.1—Average base salary for full-time public and private elementary and secondary school teachers, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School, School Administrator and Teacher Questionnaires).

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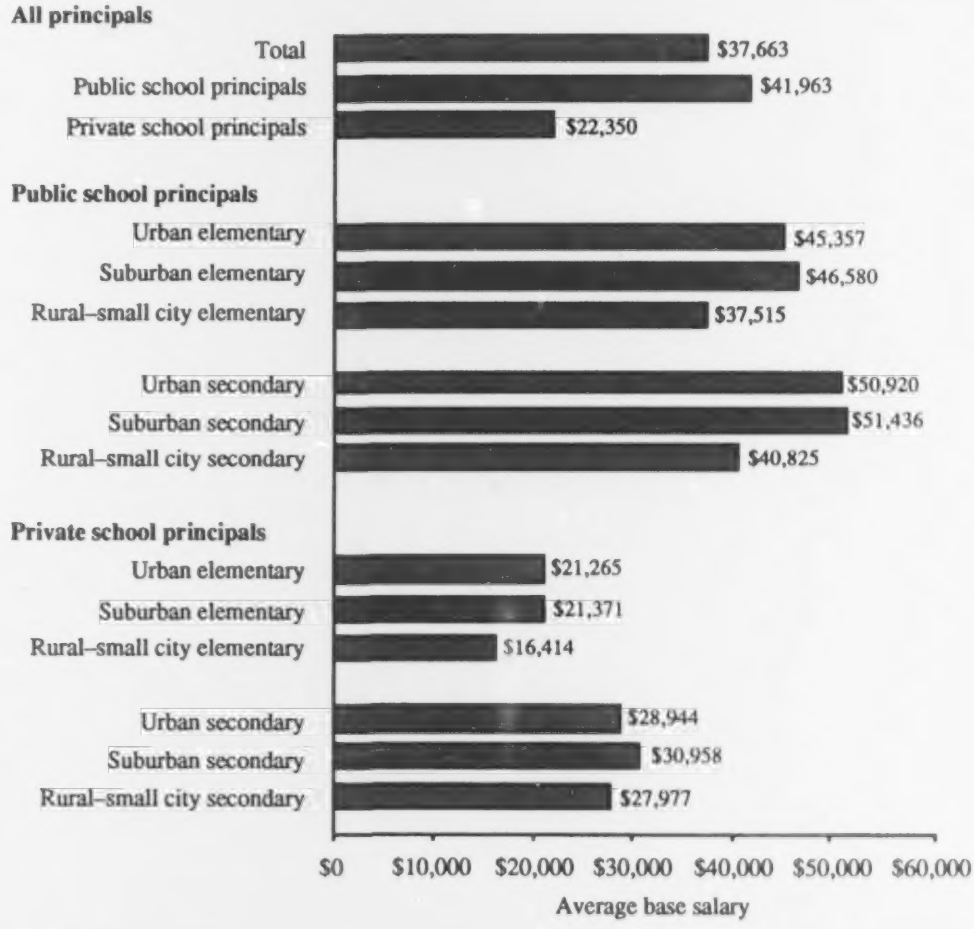
Principals

In 1987–88, the average salary for principals was $37,663 (figure 5.2). Public school principals earned nearly twice as much, on average, as private school principals ($41,963 compared with $22,350). In both the public and private sectors, within each community type, secondary school principals earned considerably more than their elementary school counterparts. Public urban elementary principals earned an average of $45,357 versus an average of $50,920 for public urban secondary principals; public suburban elementary principals earned an average of $46,580 versus an average of $51,436 for public suburban secondary principals; public rural–small city elementary principals earned an average of $37,515 versus an average of $40,825 for public rural–small city secondary principals. Table 5.2 reports average public school teacher and principal salaries in 1987–88 by state and percentage of teachers who reported that they were strongly or somewhat satisfied with their salaries.

Figure 5.2—Average salary for public and private elementary and secondary school principals, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and School Administrator Questionnaires).

86

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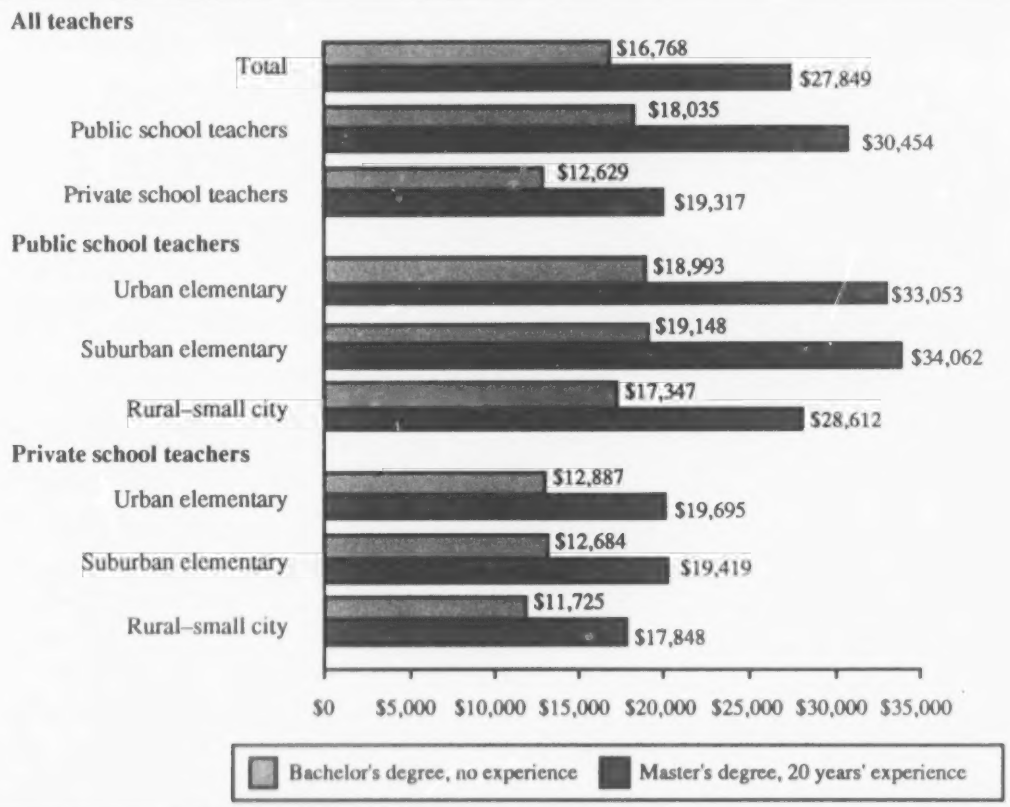
Scheduled Salaries, Degrees and Teaching Experience

In 1987–88, average scheduled teacher salaries were $16,768 for new teachers with a bachelor's degree, $18,308 for new teachers with a master's degree, and $27,849 for teachers with a master's degree and 20 years of experience (table 5.4, figure 5.3).[13] Scheduled teachers' salaries were higher in the public schools than in private schools at each level. For public school teachers with a bachelor's degree and no experience, the average scheduled salary was $18,035, and for their private school counterparts, the average was $12,629. For public school teachers with a master's degree and 20 years of experience, the average scheduled salary was $30,454, while for private school teachers it was $19,317.

Scheduled salary patterns for each degree and experience category differed by school level in the private sector, but not in the public sector. In the private sector, across community types, elementary school teachers earned less than secondary school teachers with similar degrees and experience.

Figure 5.3—Average scheduled salary for public and private elementary school teachers with various degrees and levels of teaching experience, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Demand and Shortage Questionnaires).

[13] Scheduled salaries were collected from public districts and private schools. For Table 5.3, public schools were assumed to have the scheduled salaries reported by their districts. The scheduled salaries reported in this table were estimated using school weights and therefore differ from estimates published elsewhere that use weights developed for the Teacher Demand and Shortage survey.

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Table 5.4—Average scheduled salary for full-time teachers by highest degree earned and years of teaching experience, by selected school characteristics: 1987–88

	BA, no experience	MA, no experience	MA, 20 years experience
TOTAL	$16,768	$18,308	$27,849
PUBLIC	18,035	19,676	30,454
Urban	19,057	20,662	33,137
School level			
Elementary	18,993	20,594	33,053
Secondary	19,224	20,771	33,221
Combined	19,302	21,211	34,072
Minority enrollment			
Less than 20%	18,425	20,168	32,350
20% or more	19,279	20,835	33,414
School size			
Less than 150	19,141	20,905	33,441
150 to 499	18,706	20,304	32,512
500 to 749	19,110	20,681	33,141
750 or more	19,476	21,101	33,960
Suburban	19,146	20,985	33,971
School level			
Elementary	19,148	20,983	34,062
Secondary	19,159	21,025	33,797
Combined	18,923	20,585	32,938
Minority enrollment			
Less than 20%	18,812	20,747	33,925
20% or more	19,778	21,436	34,060
School size			
Less than 150	18,542	20,190	32,386
150 to 499	18,930	20,803	33,973
500 to 749	19,302	21,182	34,372
750 or more	19,412	21,180	33,770
Rural–small city	17,314	18,911	28,387
School level			
Elementary	17,347	18,970	28,612
Secondary	17,245	18,779	28,128
Combined	17,259	18,832	27,239
Minority enrollment			
Less than 20%	17,047	18,683	28,358
20% or more	18,005	19,500	28,461
School size			
Less than 150	16,897	18,612	26,875
150 to 499	17,158	18,725	28,300
500 to 749	17,680	19,265	29,180
750 or more	18,140	19,743	29,724

Table 5.4—Average scheduled salary for full-time teachers by highest degree earned and years of teaching experience, by selected school characteristics: 1987–88—continued

	BA, no experience	MA, no experience	MA, 20 years experience
PRIVATE	12,629	13,836	19,317
Urban	13,103	14,414	20,213
School level			
Elementary	12,887	14,185	19,695
Secondary	14,532	15,898	24,106
Combined	12,830	14,144	19,214
Minority enrollment			
Less than 20%	12,843	14,206	19,792
20% or more	13,440	14,683	20,761
School size			
Less than 150	12,530	13,831	18,167
150 to 499	13,206	14,546	20,752
500 to 749	14,039	15,299	23,511
750 or more	15,147	16,277	25,525
Suburban	13,223	14,389	20,423
School level			
Elementary	12,864	13,970	19,419
Secondary	14,761	16,078	26,718
Combined	13,730	15,019	21,156
Minority enrollment			
Less than 20%	13,101	14,207	20,288
20% or more	13,717	15,127	20,967
School size			
Less than 150	12,952	14,038	18,059
150 to 499	13,223	14,460	21,306
500 to 749	13,270	14,366	22,294
750 or more	14,917	16,202	27,089
Rural–small city	11,882	13,011	17,917
School level			
Elementary	11,725	12,870	17,848
Secondary	13,228	14,353	22,445
Combined	11,896	12,990	16,898
Minority enrollment			
Less than 20%	11,631	12,716	17,506
20% or more	13,819	15,291	21,089
School size			
Less than 150	11,677	12,802	16,935
150 to 499	12,103	13,215	19,301
500 to 749	—	—	—
750 or more	—	—	—

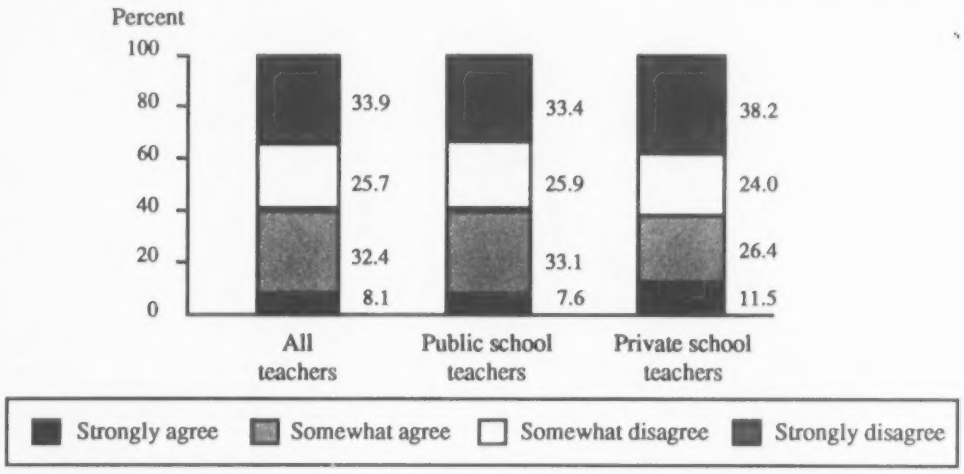
—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Demand and Shortage Questionnaires).

Satisfaction with Teaching Salary

Satisfaction with remuneration represents one way of describing teachers' views of their status as professionals. Overall, 8 percent of teachers strongly agreed with the statement "I am satisfied with my teaching salary," while 32 percent somewhat agreed; 26 percent somewhat disagreed; and 34 percent strongly disagreed (table 5.5, figure 5.4). Among both private and public school teachers, more than one-third strongly disagreed with the statement "I am satisfied with my teaching salary." Private school teachers were more likely than public school teachers to strongly disagree with the statement, but they were also more likely to strongly agree.

Figure 5.4—Percentage of all teachers and public and private school teachers by agreement with the statement *I am satisfied with my teaching salary*: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

Benefits Offered or Received

Most schools offered teachers medical insurance (90 percent), pension programs (64 percent), life insurance (65 percent), dental insurance (59 percent), and some in-kind benefits (56 percent) (table 5.6, figure 5.5).[14] Public schools were more likely to have offered medical, dental, life insurance, and pensions to teachers, and they were more likely to have given these benefits to principals than were private schools. However, in-kind benefits were more common in private schools than in public schools.[15]

[14] Data on public school teachers' benefits were collected from districts, not schools. For this analysis, it was assumed that all schools in a district offered the same benefits. Also, schools were counted as offering medical, dental, or life insurance to teachers if the school or school district to which they belonged paid all or part of the teachers' insurance premiums.

[15] In-kind income included housing, meals (free or reduced price lunch), transportation, reimbursement for teachers' tuition and course fees, and, for private school teachers only, tuition scholarships for teachers' children to attend the schools in which the teachers taught.

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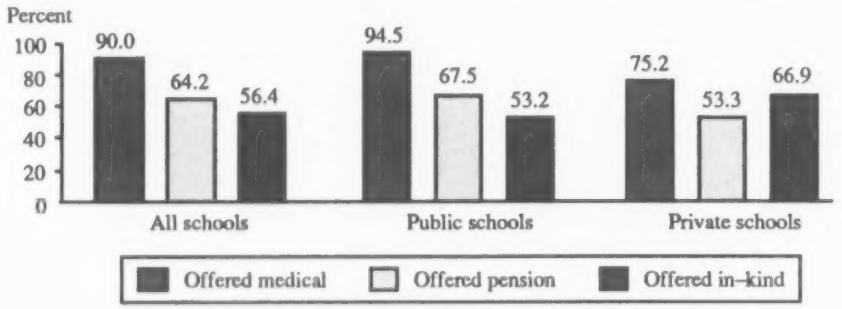
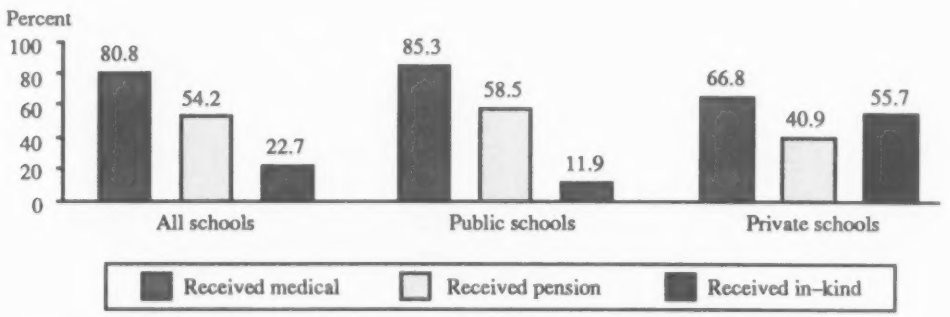
Most principals received medical (81 percent), dental (53 percent), life insurance (58 percent), and pension (54 percent) benefits. Twenty-three percent of principals received some type of in-kind benefits (figure 5.6). Public school principals were more likely than private school principals to have received medical, dental, life insurance, and pension benefits, while private school principals were more likely than their public school counterparts to have received in-kind benefits.

Figure 5.5—Percentage of all schools and public and private schools where teachers were offered certain benefits: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Demand and Shortage Questionnaires).

Figure 5.6—Percentage of all schools and public and private schools where principals received certain benefits: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and School Administrator Questionnaires).

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Table 5.5—Percentage distribution of teachers by response to the statement *I am satisfied with my teaching salary*, by selected school characteristics: 1987–88

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
TOTAL	8.1	32.4	25.7	33.9
PUBLIC	7.6	33.1	25.9	33.4
Urban	7.1	29.4	26.1	37.4
School level				
Elementary	7.5	29.4	26.0	37.1
Secondary	6.4	29.6	26.2	37.7
Combined	6.8	27.3	26.8	39.1
Minority enrollment				
Less than 20%	7.5	34.1	25.5	33.0
20% or more	6.9	27.7	26.3	39.0
School size				
Less than 150	6.0	36.1	27.1	30.8
150 to 499	9.1	31.1	25.6	34.3
500 to 749	7.2	30.0	26.2	36.6
750 or more	6.0	28.0	26.3	39.7
Suburban	8.9	34.7	24.7	31.6
School level				
Elementary	8.8	34.5	25.3	31.5
Secondary	9.1	34.7	24.1	32.0
Combined	9.6	43.8	19.7	26.9
Minority enrollment				
Less than 20%	10.2	36.3	24.7	28.8
20% or more	6.6	31.8	24.8	36.9
School size				
Less than 150	3.5	31.0	30.0	35.5
150 to 499	11.0	36.0	25.0	28.1
500 to 749	8.7	37.6	24.3	29.4
750 or more	8.0	32.5	24.7	34.8
Rural–small city	7.3	34.4	26.2	32.0
School level				
Elementary	7.8	35.0	26.2	31.0
Secondary	6.5	33.8	26.3	33.4
Combined	8.2	32.4	26.0	33.5
Minority enrollment				
Less than 20%	7.5	35.3	26.5	30.7
20% or more	6.9	32.3	25.6	35.2
School size				
Less than 150	8.5	38.1	25.4	28.0
150 to 499	7.9	34.7	26.5	30.9
500 to 749	7.2	33.1	26.2	33.6
750 or more	5.9	34.5	25.9	33.7

Table 5.5—Percentage distribution of teachers by response to the statement *I am satisfied with my teaching salary*, by selected school characteristics: 1987–88—continued

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
PRIVATE	11.5	26.4	24.0	38.2
Urban	10.9	25.7	24.7	38.7
School level				
Elementary	7.5	24.8	23.5	44.1
Secondary	11.4	27.4	23.5	37.7
Combined	18.6	26.0	28.8	26.6
Minority enrollment				
Less than 20%	13.1	25.4	23.1	38.4
20% or more	6.8	26.2	27.6	39.4
School size				
Less than 150	9.1	30.9	26.1	33.9
150 to 499	10.0	24.7	23.3	41.9
500 to 749	12.0	20.7	28.9	38.5
750 or more	15.2	28.7	23.5	32.6
Suburban	9.0	25.8	25.6	39.5
School level				
Elementary	8.0	23.6	21.9	46.5
Secondary	11.0	18.7	21.9	48.3
Combined	9.6	32.9	33.2	24.3
Minority enrollment				
Less than 20%	9.2	26.0	24.2	40.7
20% or more	8.2	25.2	32.2	34.5
School size				
Less than 150	16.2	33.3	19.1	31.4
150 to 499	7.2	24.3	26.7	41.8
500 to 749	7.4	22.2	27.8	42.6
750 or more	7.4	25.2	27.7	39.7
Rural–small city	13.6	27.4	22.5	36.5
School level				
Elementary	10.2	26.3	23.9	39.6
Secondary	16.4	23.4	21.6	38.7
Combined	18.3	31.9	20.5	29.4
Minority enrollment				
Less than 20%	13.8	26.2	23.2	36.8
20% or more	12.0	35.7	18.0	34.4
School size				
Less than 150	17.7	35.1	20.2	27.0
150 to 499	10.7	22.8	24.2	42.3
500 to 749	12.5	22.7	23.6	41.2
750 or more	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

Table 5.6—Percentage of schools in which teachers were offered and principals received various benefits, by selected school characteristics: 1987–88

	Teachers offered					Principals received				
	Medical insurance	Dental insurance	Group life insurance	Pension	Any in-kind benefits	Medical insurance	Dental insurance	Group life insurance	Pension	Any in-kind benefits
TOTAL	90.0	58.5	65.3	64.2	56.4	80.8	53.4	58.4	54.2	22.7
PUBLIC	94.5	65.1	71.9	67.5	53.2	85.3	60.6	66.6	58.5	11.9
Urban	98.4	76.6	78.9	76.5	47.8	89.5	68.7	72.6	64.9	5.3
School level										
Elementary	98.3	76.2	79.2	76.2	48.4	89.1	68.4	72.5	63.4	5.3
Secondary	98.2	77.7	79.9	77.8	46.5	90.7	69.8	72.0	68.2	4.2
Combined	100.0	78.5	69.1	76.3	44.1	89.0	69.5	76.6	74.2	10.2
Minority enrollment										
Less than 20%	99.2	76.6	86.3	75.6	49.1	92.4	71.5	80.1	66.1	8.9
20% or more	98.1	76.6	76.3	76.9	47.4	88.4	67.7	69.9	64.5	4.0
School size										
Less than 150	99.0	79.6	76.7	84.3	54.6	90.0	72.6	68.6	77.6	10.4
150 to 499	97.8	77.1	83.1	75.2	49.5	90.3	69.9	74.1	62.7	6.0
500 to 749	98.2	76.2	78.4	76.1	44.9	88.8	67.1	73.1	63.3	5.3
750 or more	99.3	75.9	73.9	77.4	47.5	88.9	68.2	70.6	67.7	3.4
Suburban	96.3	77.5	81.3	67.7	57.5	89.7	73.8	80.2	63.2	12.4
School level										
Elementary	96.6	77.5	81.3	67.4	59.2	89.3	72.8	80.0	62.1	11.9
Secondary	95.5	77.2	80.4	69.2	52.8	90.1	75.4	80.0	65.9	14.3
Combined	96.5	79.6	91.7	60.2	55.3	95.9	87.7	91.4	70.6	8.2
Minority enrollment										
Less than 20%	96.3	77.5	79.7	68.9	56.4	92.0	75.5	82.4	63.6	14.5
20% or more	96.4	77.4	84.4	65.4	59.6	85.2	70.6	76.1	62.5	8.4
School size										
Less than 150	96.6	81.7	87.8	54.3	57.9	95.3	85.9	83.4	80.2	16.3
150 to 499	95.0	76.7	80.4	67.3	60.7	88.5	73.1	77.9	57.8	12.9
500 to 749	97.3	81.1	82.5	70.5	56.7	89.7	76.8	84.7	65.8	13.0
750 or more	97.5	74.2	80.6	67.3	53.1	90.7	69.9	78.7	67.1	10.3
Rural–small city	92.5	57.0	66.5	64.0	54.0	82.6	53.1	60.3	54.0	14.4
School level										
Elementary	92.9	57.4	68.4	63.8	55.3	82.7	54.1	62.0	53.8	14.3
Secondary	92.4	58.3	65.2	64.2	52.6	83.3	53.2	58.9	55.1	12.8
Combined	89.3	48.2	53.5	64.7	46.8	79.3	43.8	49.7	51.1	20.6
Minority enrollment										
Less than 20%	93.5	58.9	68.9	65.0	56.7	85.6	56.2	64.4	56.2	16.1
20% or more	89.9	51.9	60.2	61.5	46.8	75.0	45.3	49.7	48.3	10.0
School size										
Less than 150	84.6	49.0	50.0	60.3	55.7	76.3	46.7	46.3	49.8	20.7
150 to 499	93.2	57.7	68.0	64.1	54.1	83.6	54.0	62.2	54.1	14.6
500 to 749	95.8	58.1	72.0	66.5	54.7	84.8	53.7	64.0	55.3	10.2
750 or more	95.2	63.1	73.1	64.7	49.1	82.5	56.3	63.2	56.9	11.7

Table 5.6—Percentage of schools in which teachers were offered and principals received various benefits, by selected school characteristics: 1987–88—continued

	Teachers offered					Principals received				
	Medical insurance	Dental insurance	Group life insurance	Pension	Any in-kind benefits	Medical insurance	Dental insurance	Group life insurance	Pension	Any in-kind benefits
PRIVATE	75.2	37.4	43.9	53.3	66.9	66.8	31.4	33.2	40.9	55.7
Urban	78.8	39.7	47.7	56.0	64.1	69.2	36.0	37.1	40.8	51.4
School level										
Elementary	80.9	42.1	46.2	60.7	59.4	67.6	37.1	34.5	43.6	51.0
Secondary	82.2	42.9	59.8	62.3	72.9	79.1	35.7	40.1	44.0	52.8
Combined	69.2	29.6	44.3	35.4	74.0	68.0	32.8	42.8	31.1	51.9
Minority enrollment										
Less than 20%	74.8	34.0	45.6	53.4	69.8	65.4	31.8	40.2	40.5	53.1
20% or more	84.1	47.2	50.5	59.2	56.9	73.8	41.0	33.2	41.2	49.4
School size										
Less than 150	61.4	32.0	31.8	33.0	68.6	54.8	32.9	28.9	26.9	48.2
150 to 499	88.7	42.5	54.8	65.4	59.1	78.6	37.1	40.4	47.0	51.6
500 to 749	92.2	53.3	67.3	90.6	64.5	83.3	41.8	55.9	64.0	59.9
750 or more	87.4	49.1	66.3	81.0	85.7	73.8	42.4	45.5	66.2	67.1
Suburban	81.8	40.7	47.1	56.1	70.7	69.8	33.8	37.1	46.9	59.5
School level										
Elementary	78.0	38.9	40.2	54.8	64.8	68.5	30.5	30.8	46.0	57.4
Secondary	94.3	69.7	64.7	87.3	94.1	74.5	59.9	46.5	52.9	66.8
Combined	88.6	36.1	61.0	49.0	79.8	71.4	32.7	50.2	47.1	62.5
Minority enrollment										
Less than 20%	81.7	38.7	48.6	55.3	71.9	70.8	33.8	37.3	47.8	61.0
20% or more	82.5	48.8	41.1	59.1	65.8	66.3	33.4	36.7	43.9	54.5
School size										
Less than 150	64.4	25.8	25.7	33.2	74.6	54.8	25.2	21.7	28.2	53.4
150 to 499	92.5	49.5	60.0	70.5	65.8	79.4	37.8	44.6	62.0	66.4
500 to 749	97.8	59.9	61.9	73.1	67.7	89.5	43.5	56.7	54.2	56.8
750 or more	100.0	50.4	76.9	81.5	83.8	81.5	53.6	68.9	64.0	57.7
Rural–small city	68.6	33.5	38.9	49.4	67.5	63.8	27.1	27.3	38.3	59.0
School level										
Elementary	74.0	37.0	41.3	58.2	68.5	69.0	30.5	27.0	46.3	60.1
Secondary	95.9	50.2	49.6	71.5	82.3	92.1	43.1	51.2	59.3	72.9
Combined	50.0	21.6	30.9	24.3	61.8	49.2	18.1	23.4	20.2	54.5
Minority enrollment										
Less than 20%	66.8	32.7	37.9	49.3	68.9	63.5	26.1	26.6	38.1	60.7
20% or more	82.9	39.6	46.8	49.8	56.4	65.3	33.9	32.3	39.7	47.7
School size										
Less than 150	61.6	31.7	29.6	39.8	70.9	57.6	25.4	21.0	32.4	59.8
150 to 499	79.6	36.9	53.5	64.3	61.9	73.7	30.4	38.0	47.5	57.0
500 to 749	—	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Demand and Shortage Questionnaires).

Chapter 6

Attitudes

Schools support teachers and principals by assuring an appropriate teaching environment and school climate—one that provides adequate resources for doing the job, minimizes obstacles to performing the task of teaching, and empowers teachers and administrators to achieve teaching and learning objectives. Teachers' and principals' attitudes reflect their perception of the working environment.

School Policies and Practices

Teachers were asked whether they "strongly agreed," "somewhat agreed," "somewhat disagreed," or "strongly disagreed" with 23 statements about various aspects of their work environment. Statements which tapped similar sets of issues were grouped together, forming indices of teachers' satisfaction with aspects of their work environment. Responses to each statement were scored between 1 and 4, with 1 representing strong agreement with the statement and 4 representing strong disagreement. Scores on items for which a 4, rather than a 1, would be associated with satisfaction were reversed.[16] Indices were created to describe teachers' satisfaction with

- Level and quality of administrative support;
- Rule enforcement and school climate;
- Cooperation among staff and teachers' role in decisionmaking; and
- Adequacy of resources.

An index score was obtained by averaging teachers' scores on individual items making up that index. Those with scores averaging between 1 and 1.5 on a particular index were described as "highly satisfied" (see Technical Notes for details). Teachers scored 1 if they "strongly agreed" with each statement used to create that index. A summary index was also derived ("overall satisfaction") by averaging each teacher's responses to all 23 items.

Less than one-quarter (24 percent) of all teachers were highly satisfied with the level and quality of administrative support they received (table 6.1). Private school teachers were considerably more satisfied than public school teachers with the level of administrative support they received (47 percent compared with 21 percent) (figure 6.1). Thirty-four percent of all teachers were highly satisfied with rule enforcement, as were 51 percent of private school teachers and 32 percent of public school teachers. Nine percent of all teachers were highly satisfied with their role in decision making, as were 23 percent of private school teachers and 7 percent of public school teachers. Just 2 percent of public and private school teachers were highly satisfied with the level of resources available to them.

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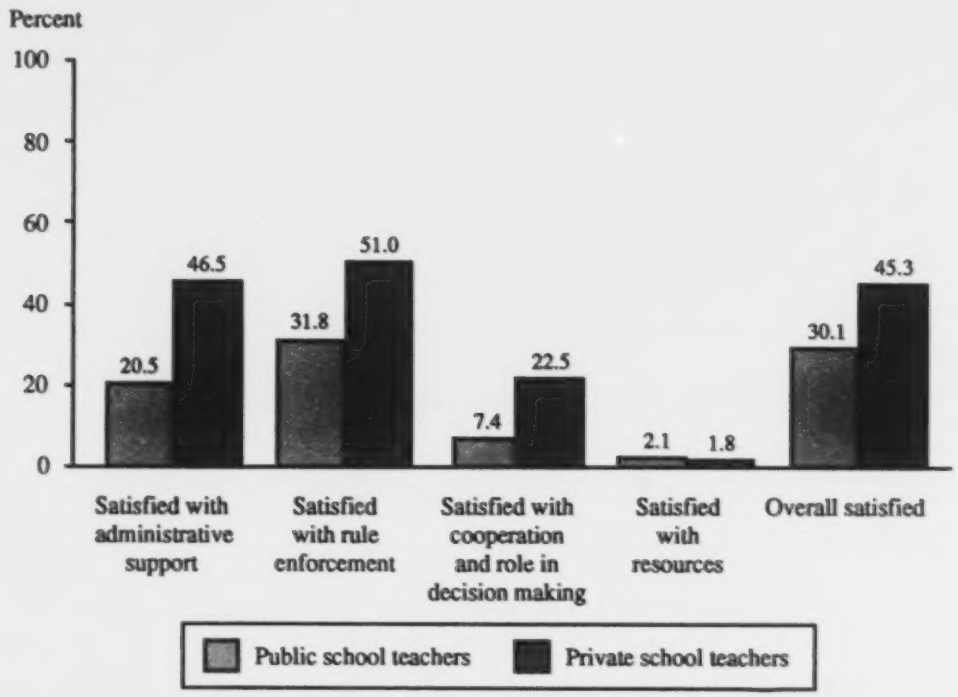
[16] For example, one statement reads: "The principal does a poor job of getting resources for this school." In this case, "strong disagreement" (4) would represent strong satisfaction, while "strong agreement" (1) would represent strong dissatisfaction. Thus, in constructing the index, a score of 4 was recoded to 1, a score of 3 to 2, a score of 2 to 3, and a score of 1 to 4.

On the overall satisfaction index, 32 percent of all teachers scored high, with a greater proportion of private school teachers than public school teachers expressing satisfaction (45 percent compared with 30 percent).

Figure 6.1—Percentage of public and private school teachers who were highly satisfied with various aspects of their working conditions: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

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Table 6.1—Percentage of teachers who were highly satisfied with various aspects of their working conditions, by selected school characteristics: 1987–88

	Overall view of working conditions	Administrative support/ establish common goals	Buffering/ enforcement of rules	Collaborative norms/teacher participation in decision making	Adequacy of resources
TOTAL	31.9	23.5	34.1	9.2	2.1
PUBLIC	30.1	20.5	31.8	7.4	2.1
Urban	31.2	16.9	30.1	5.1	2.2
School level					
Elementary	36.1	21.1	37.3	5.2	2.1
Secondary	23.8	9.8	18.4	4.9	2.3
Combined	23.7	15.2	24.9	4.5	2.2
Minority enrollment					
Less than 20%	34.4	23.8	34.2	6.7	2.1
20% or more	30.1	14.4	28.7	4.5	2.2
School size					
Less than 150	33.1	21.5	32.1	8.6	2.1
150 to 499	37.1	22.7	40.4	6.3	2.1
500 to 749	35.8	19.8	35.9	5.5	2.1
750 or more	25.6	12.0	21.5	4.1	2.3
Suburban	31.2	22.8	31.2	8.2	2.1
School level					
Elementary	37.6	30.9	40.5	8.6	2.0
Secondary	22.3	11.8	18.1	7.4	2.2
Combined	32.2	20.5	34.6	10.7	2.0
Minority enrollment					
Less than 20%	29.8	25.5	32.2	9.0	2.1
20% or more	33.7	17.8	29.4	6.7	2.1
School size					
Less than 150	41.5	17.1	43.1	9.1	2.0
150 to 499	36.0	31.2	41.6	10.9	2.0
500 to 749	35.7	29.7	38.1	9.2	2.0
750 or more	25.6	14.1	20.9	6.0	2.2
Rural–small city	29.3	21.8	32.9	8.3	2.1
School level					
Elementary	33.2	26.7	40.7	8.6	2.0
Secondary	23.3	13.8	20.5	7.3	2.2
Combined	28.0	21.1	31.1	10.9	2.1
Minority enrollment					
Less than 20%	27.6	22.7	32.7	8.8	2.1
20% or more	33.7	19.6	33.5	7.0	2.1
School size					
Less than 150	29.4	29.3	40.9	14.4	2.0
150 to 499	30.5	24.2	37.2	9.4	2.0
500 to 749	30.8	21.3	32.1	7.4	2.1
750 or more	25.1	15.3	22.7	5.2	2.2

Table 6.1—Percentage of teachers who were highly satisfied with various aspects of their working conditions, by selected school characteristics: 1987–88—continued

	Overall view of working conditions	Administrative support/ establish common goals	Buffering/ enforcement of rules	Collaborative norms/teacher participation in decision making	Adequacy of resources
PRIVATE	45.3	46.5	51.0	22.5	1.8
Urban	44.9	43.9	48.5	21.4	1.8
School level					
Elementary	48.3	46.0	54.9	18.6	1.8
Secondary	35.7	35.1	29.0	22.0	1.9
Combined	45.9	48.1	52.8	27.5	1.8
Minority enrollment					
Less than 20%	44.3	48.6	50.6	24.5	1.8
20% or more	45.9	35.6	44.7	15.7	1.9
School size					
Less than 150	52.6	37.8	64.3	29.2	1.7
150 to 499	44.8	44.3	48.6	20.2	1.8
500 to 749	42.6	49.4	45.1	15.4	1.8
750 or more	39.1	43.4	34.0	23.4	1.9
Suburban	44.7	49.1	51.5	20.5	1.8
School level					
Elementary	51.7	55.1	60.7	18.3	1.7
Secondary	26.9	31.3	29.7	14.0	2.0
Combined	43.3	49.3	48.9	27.1	1.8
Minority enrollment					
Less than 20%	44.8	50.5	50.7	21.4	1.8
20% or more	44.4	43.0	55.1	16.0	1.8
School size					
Less than 150	58.4	48.3	68.0	27.2	1.7
150 to 499	44.7	50.4	54.7	19.8	1.8
500 to 749	47.5	51.5	44.5	19.5	1.8
750 or more	28.3	44.8	34.9	16.1	2.0
Rural–small city	47.6	46.8	54.4	24.2	1.8
School level					
Elementary	48.9	49.3	58.5	21.2	1.7
Secondary	35.0	42.5	36.1	24.2	1.9
Combined	52.3	44.5	57.0	29.6	1.7
Minority enrollment					
Less than 20%	47.4	48.8	54.7	25.0	1.8
20% or more	49.3	33.5	52.3	18.4	1.8
School size					
Less than 150	53.1	46.0	61.6	30.9	1.7
150 to 499	44.2	46.4	50.0	19.2	1.8
500 to 749	40.2	45.8	43.4	18.3	1.9
750 or more	—	—	—	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

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School Problems

Teachers' Opinions

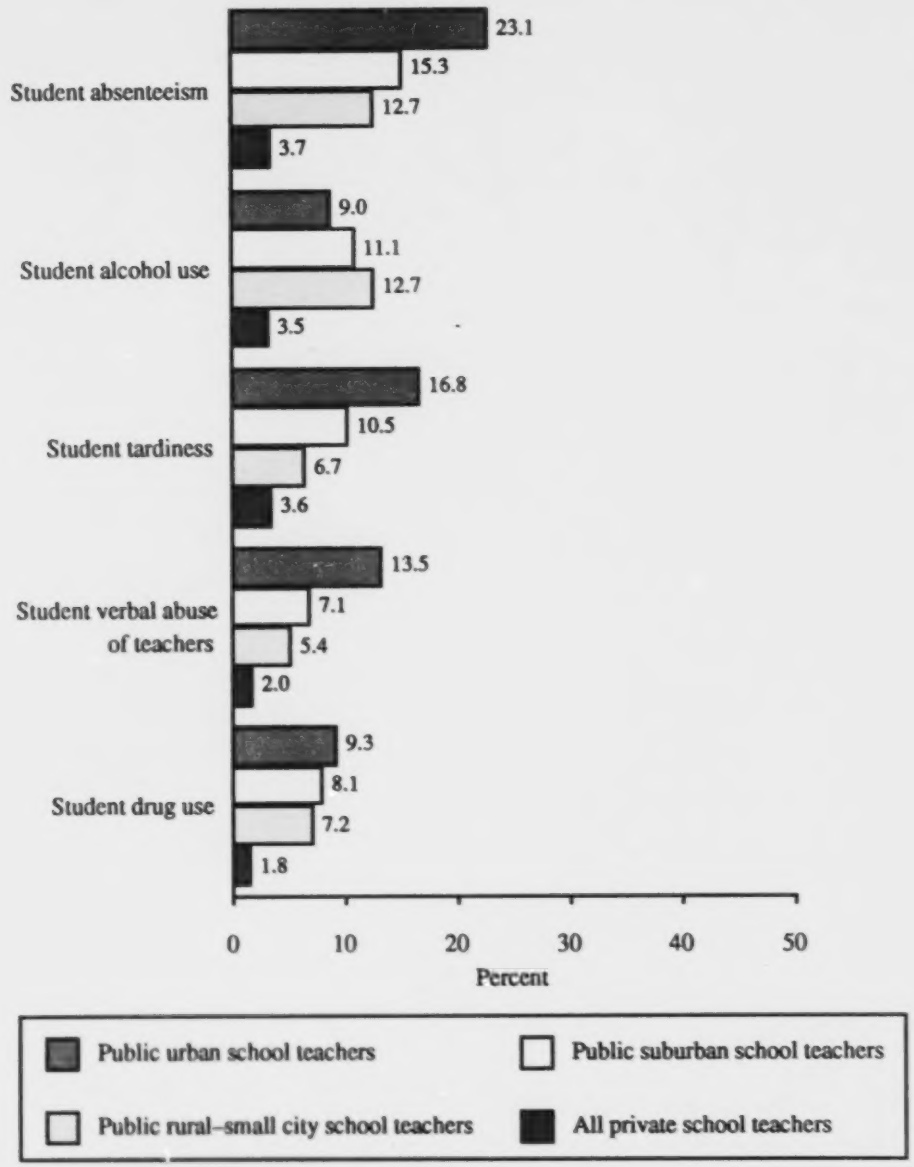
Parallel to questions concerning the level of administrative support teachers received from the institution are those concerning impediments to effective teaching associated with student behavior. In the SASS survey, teachers were asked a number of questions about the seriousness of school problems. Among these questions, more teachers viewed student absenteeism as a serious problem (15 percent) than they viewed alcohol use (11 percent), tardiness (10 percent), drug abuse (7 percent), or verbal abuse of teachers (7 percent) as a serious problem (table 6.2, figure 6.2).

Public school teachers were more likely than private school teachers to view each of these issues as a serious problem. Among public school teachers, 16 percent viewed student absenteeism as a serious problem, as opposed to 4 percent of private school teachers. Eleven percent of public school teachers, compared with 4 percent of private school teachers, viewed both student alcohol use and tardiness as serious problems. Eight percent of public school teachers viewed student drug abuse as a serious problem, whereas 2 percent of private school teachers did so. Verbal abuse of teachers was viewed as a serious problem by 8 percent of public school teachers and by 2 percent of private school teachers.

Generally, a greater proportion of urban public school teachers than suburban or rural–small city public school teachers viewed disciplinary issues (student absenteeism, student tardiness, and verbal abuse of teachers) as serious problems. For example, among public school teachers, 23 percent of urban school teachers viewed student absenteeism as a serious problem, compared with 15 percent of suburban school teachers and 13 percent of rural–small city school teachers.

Across all community types, public secondary teachers were more likely than public elementary teachers to report each of these issues as serious problems. For instance, among urban public school teachers, 42 percent of secondary teachers viewed student absenteeism as a serious problem, in contrast to 12 percent of elementary school teachers. Similarly, 30 percent of urban public secondary teachers viewed student tardiness as a serious problem, in contrast to 9 percent of their elementary school counterparts. Twenty-two percent of urban public secondary teachers and 1 percent of elementary teachers viewed alcohol use as a serious problem. Similarly, 22 percent of urban public secondary teachers viewed drug abuse as a serious problem, as opposed to 2 percent of elementary teachers.

Figure 6.2—Percentage of public and private school teachers who viewed certain issues as serious problems, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School, School Administrator and Teacher Questionnaires).

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Table 6.2—Percentage of teachers and principals who perceived certain issues as serious problems in their schools, by selected school characteristics: 1987–88

	Teachers					Principals				
	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers
TOTAL	14.9	10.5	9.7	7.3	7.4	5.6	2.9	3.9	1.5	0.9
PUBLIC	16.4	11.4	10.5	8.0	8.1	7.0	3.6	4.7	1.8	0.8
Urban	23.1	9.0	16.8	9.3	13.5	12.3	2.3	9.5	2.3	1.4
School level										
Elementary	11.6	1.4	8.8	1.9	10.6	6.9	0.6	5.9	0.7	1.2
Secondary	42.3	22.3	30.3	22.1	17.6	30.6	8.0	22.9	7.4	1.0
Combined	27.8	5.6	18.9	8.1	21.2	17.0	3.4	6.8	4.0	6.0
Minority enrollment										
Less than 20%	14.7	10.8	9.2	8.6	7.1	4.6	3.3	5.1	2.1	0.8
20% or more	26.1	8.3	19.6	9.5	15.8	15.0	1.9	11.0	2.3	1.6
School size										
Less than 150	24.4	8.1	8.4	12.6	17.8	22.6	4.4	6.8	7.4	6.3
150 to 499	10.9	2.9	7.6	3.3	7.8	7.2	1.0	5.9	1.4	0.7
500 to 749	14.4	3.0	11.3	3.8	12.7	9.6	1.1	7.3	1.4	2.0
750 or more	34.3	15.5	25.0	15.5	16.6	20.9	5.1	17.6	3.5	0.9
Suburban	15.3	11.1	10.5	8.1	7.1	5.0	2.5	4.1	1.5	0.8
School level										
Elementary	5.5	1.1	3.3	1.3	4.4	2.2	0.0	2.5	0.0	0.4
Secondary	28.9	25.1	20.5	17.5	10.5	12.2	9.5	8.9	5.4	1.3
Combined	13.5	10.2	9.0	7.6	14.5	13.1	—	—	—	11.0
Minority enrollment										
Less than 20%	12.1	11.7	8.6	7.5	4.8	4.0	2.9	3.5	1.5	0.3
20% or more	21.4	10.0	14.2	9.1	11.5	6.7	1.7	5.5	1.6	1.8
School size										
Less than 150	14.9	15.2	10.6	17.4	17.4	13.6	7.0	6.8	9.7	14
150 to 499	5.6	3.2	3.3	2.0	3.7	2.4	0.8	2.7	0.6	—
500 to 749	7.9	3.8	4.5	2.8	4.3	3.2	0.9	2.9	—	—
750 or more	25.2	19.8	18.1	14.4	10.4	9.9	6.5	7.6	3.3	—
Rural–small city	12.7	12.7	6.7	7.2	5.4	5.3	4.5	2.9	1.7	0.6
School level										
Elementary	6.1	3.6	2.9	2.2	3.8	2.6	0.5	1.3	0.2	0.4
Secondary	23.4	26.8	12.9	15.5	7.9	11.3	13.6	7.0	5.1	0.8
Combined	13.5	18.0	7.7	7.4	5.9	8.6	8.4	3.5	3.5	1.4
Minority enrollment										
Less than 20%	11.4	13.4	5.9	6.7	4.5	4.2	4.8	2.2	1.5	0.4
20% or more	15.9	11.1	8.7	8.6	7.5	8.0	3.6	4.7	2.2	1.1
School size										
Less than 150	8.6	9.8	3.8	3.7	3.8	6.9	3.8	2.7	2.1	1.1
150 to 499	8.8	10	4.1	4.7	4.0	3.5	3.9	2.0	1.4	0.5
500 to 749	11.6	10.7	6.9	6.4	5.8	5.4	3.7	3.2	1.3	0.4
750 or more	23.3	21.6	12.8	14.3	8.1	12.5	9.9	8.0	3.7	0.8

Table 6.2—Percentage of teachers and principals who perceived certain issues as serious problems in their schools, by selected school characteristics: 1987–88—continued

	Teachers					Principals				
	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers
PRIVATE	3.7	3.5	3.6	1.8	2.0	1.2	0.8	1.5	0.6	0.9
Urban	4.5	3.9	5.7	1.6	2.5	2.1	0.9	2.9	0.9	1.4
School level										
Elementary	2.0	0.8	3.0	0.6	1.5	—	0.0	2.3	—	—
Secondary	9.4	14.5	11.6	4.8	3.7	7.9	4.7	8.1	—	0.0
Combined	5.8	1.1	6.4	0.6	3.7	4.1	—	1.6	—	5.1
Minority enrollment										
Less than 20%	3.2	4.1	3.1	1.0	1.5	—	0.3	0.9	0.0	—
20% or more	6.9	3.6	10.3	2.5	4.4	4.4	1.6	5.3	2.0	2.6
School size										
Less than 150	6.7	2.4	8.5	2.1	5.9	4.3	—	3.5	1.9	3.5
150 to 499	3.3	2.2	4.5	1.2	2.3	0.3	—	2.9	—	0.0
500 to 749	3.1	5.6	5.7	1.0	0.9	0.0	—	0.0	0.0	0.0
750 or more	8.2	10.4	6.8	2.8	1.2	5.9	—	—	0.0	0.0
Suburban	2.6	2.8	1.8	1.5	1.3	0.6	1.3	0.5	1.2	1.3
School level										
Elementary	0.7	0.4	1.3	0.4	0.7	—	0.0	0.0	0.0	—
Secondary	5.1	13.2	2.5	5.4	1.3	—	10.7	—	10.7	0.0
Combined	4.2	1.1	2.3	1.3	2.3	0.0	1.1	—	—	5.0
Minority enrollment										
Less than 20%	1.7	2.9	1.6	1.5	0.8	0.7	1.3	0.6	1.3	—
20% or more	6.5	1.9	3.1	1.8	3.6	0.0	—	0.0	—	3.4
School size										
Less than 150	4.4	0.8	2.1	1.3	3.9	1.3	2.0	—	2.0	2.9
150 to 499	1.9	0.7	1.5	0.3	0.7	0.0	0.0	—	0.0	—
500 to 749	—	5.5	2.1	1.6	0.8	0.0	—	—	—	—
750 or more	4.6	6.7	—	4.4	—	0.0	—	0.0	0.0	0.0
Rural–small city	3.3	3.4	2.3	2.0	1.9	0.8	0.3	0.8	—	0.3
School level										
Elementary	0.4	0.4	0.6	0.3	0.8	—	0.0	—	0.0	0.0
Secondary	9.0	13.5	7.3	8.9	3.1	0.0	2.5	—	—	—
Combined	5.5	3.5	2.7	1.5	3.2	1.9	0.5	1.8	0.0	0.7
Minority enrollment										
Less than 20%	3.2	3.5	2.1	1.9	1.7	0.3	0.4	0.6	—	0.2
20% or more	3.8	2.8	3.7	2.7	3.4	3.9	0.0	2.0	0.0	0.4
School size										
Less than 150	4.1	2.7	2.6	2.2	3.9	1.2	—	0.8	—	0.4
150 to 499	2.6	2.8	2.1	1.7	0.6	—	0.4	0.8	0.0	0.0
500 to 749	5.5	6.9	3.2	2.9	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School, School Administrator, and Teacher Questionnaires).

Principals' Opinions

Principals were also asked to rate the seriousness of these issues as problems in their schools. Six percent of principals reported student absenteeism as a serious problem; 4 percent reported student tardiness; 3 percent reported student alcohol use; 2 percent reported drug abuse; and 1 percent reported verbal abuse of teachers (figure 6.3). More public school principals viewed student absenteeism (7 percent), student alcohol use (4 percent), student tardiness (5 percent), and student drug abuse (2 percent) as serious problems than did private school principals (1 percent, 1 percent, 2 percent, and 1 percent, respectively), but they did not differ on verbal abuse (1 percent in both cases).

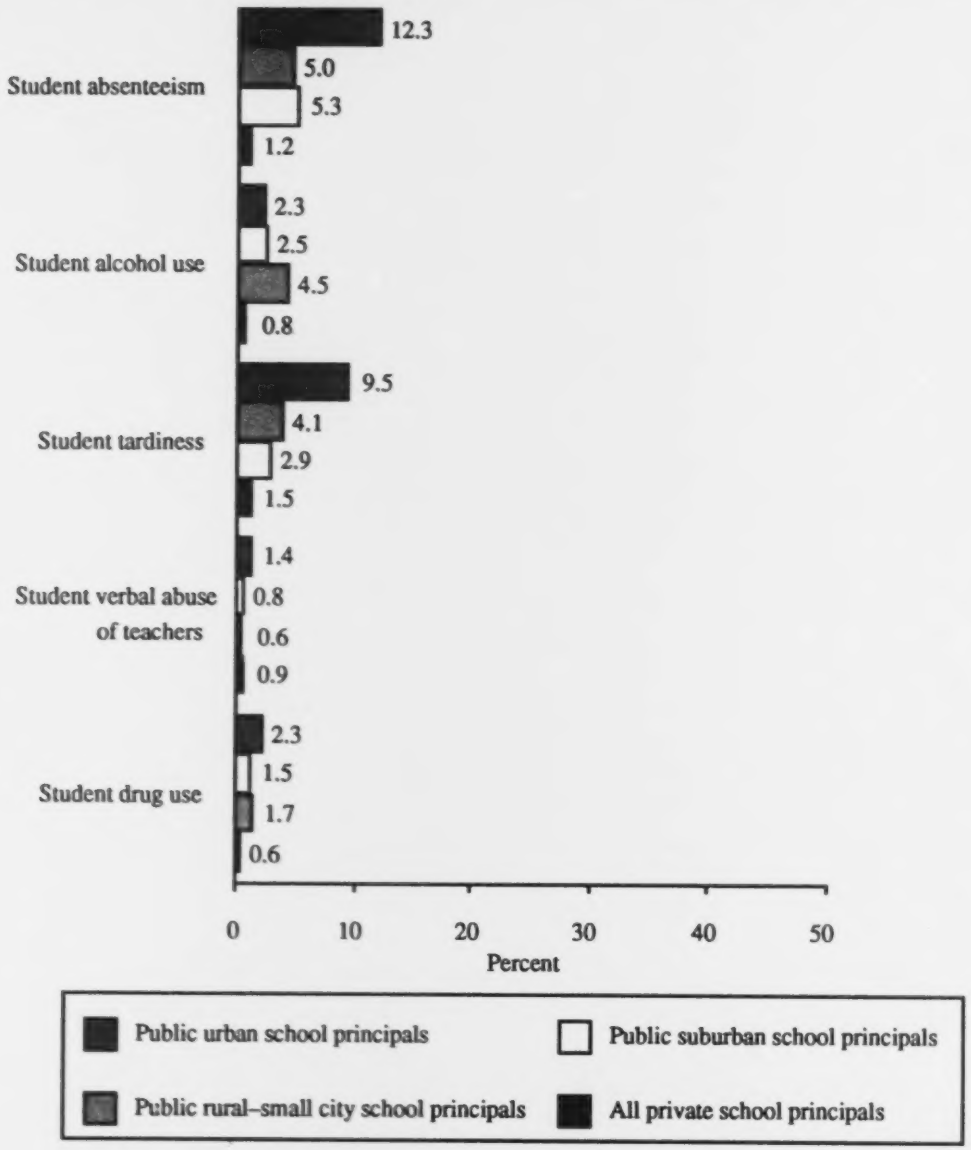
More urban than suburban or rural–small city public school principals viewed attendance issues as serious problems. Twelve percent of urban public school principals viewed student absenteeism as a serious problem, versus 5 percent of suburban and 5 percent of rural–small city public school principals. Similarly, urban public school principals (10 percent) were more likely than rural–small city or suburban principals (3 percent and 4 percent, respectively) to view student tardiness as a serious problem.

With the exception of verbal abuse of teachers, urban public secondary principals were more likely to view each issue as a serious problem than were urban public elementary principals. Seven percent of urban elementary public school principals viewed student absenteeism as a serious problem, versus 31 percent of urban secondary public school principals. Among urban public school principals, 6 percent of elementary compared with 23 percent of secondary principals viewed student tardiness as a serious problem. Among urban elementary public school principals, 1 percent viewed student drug abuse as a serious problem and 1 percent viewed student alcohol use, compared with 7 percent and 8 percent, respectively, of secondary public school principals.

Comparing Teachers' and Principals' Opinions

Principals were less likely than teachers to say that a particular problem was "serious" in their school. This was true for all five problems included in table 6.2, in both sectors. For example, 7 percent of public school principals and 1 percent of private school principals reported that student absenteeism was a serious problem in their schools compared to 16 percent of public school teachers and 4 percent of private school teachers. Similarly, whereas 5 percent of public school principals and 2 percent of private school principals reported that student tardiness was a serious problem in their schools, 11 percent of public school teachers and 4 percent of private school teachers rated student tardiness as a serious problem in their schools. Table 6.3 reports the percentages of public school teachers and principals who viewed absenteeism, alcohol use, student tardiness, drug abuse, and verbal abuse of teachers as serious problems by state. Table 6.4 shows data on private school teachers' perceptions of the seriousness of the same problems by private school affiliation.

Figure 6.3—Percentage of public and private school principals who viewed certain issues as serious problems, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and School Administrator Questionnaires).

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Table 6.3—Percentage of teachers and principals in public schools who thought that certain issues were serious problems in their schools, by state: 1987–88

	Teachers					Principals				
	Student absenteeism	Student alcohol use	Student tardiness	Student drug abuse	Student verbal abuse of teachers	Student absenteeism	Student alcohol use	Student tardiness	Student drug abuse	Student verbal abuse of teachers
TOTAL	16.4	11.4	10.5	8.0	8.1	7.0	3.6	4.7	1.8	0.8
Alabama	16.7	9.2	9.5	5.0	8.7	11.2	2.4	6.0	1.3	—
Alaska	26.3	22.7	15.1	18.8	8.0	14.1	8.4	10.3	6.4	—
Arizona	18.2	9.5	7.9	11.0	6.7	15.6	6.0	6.8	5.2	—
Arkansas	11.0	11.8	6.7	7.2	5.0	5.6	3.4	2.0	—	—
California	24.4	10.2	15.0	9.5	7.5	12.7	3.6	7.6	3.9	1.3
Colorado	19.8	14.6	11.0	8.3	6.1	6.2	8.1	4.7	4.9	0.0
Connecticut	15.2	10.9	12.9	9.6	8.4	3.4	2.1	6.4	—	2.8
Delaware	19.5	9.3	11.5	6.9	11.7	8.9	—	—	0.0	0.0
Dist. of Columbia	30.0	—	17.9	4.5	10.5	11.2	0.0	13.6	0.0	0.0
Florida	22.3	9.4	13.7	8.4	14.5	9.8	1.4	9.7	1.5	1.9
Georgia	16.4	9.8	10.1	7.1	9.4	7.9	2.5	8.9	1.1	—
Hawaii	14.9	7.2	8.7	6.3	6.3	5.1	—	—	0.0	0.0
Idaho	7.8	12.6	6.3	6.3	4.6	—	3.2	3.1	—	0.0
Illinois	15.5	10.2	10.1	6.4	7.5	6.3	3.7	4.4	1.4	1.2
Indiana	14.5	10.9	8.7	7.4	6.3	4.8	3.8	3.5	—	—
Iowa	10.5	18.5	3.8	6.6	4.2	2.5	8.7	—	1.5	0.0
Kansas	12.7	15.2	6.6	6.4	4.0	5.0	4.6	—	—	0.0
Kentucky	16.7	11.5	7.5	7.6	7.4	9.2	1.4	3.4	0.0	0.0
Louisiana	13.6	10.9	8.3	9.0	10.1	6.3	2.8	4.1	1.6	—
Maine	11.7	10.4	5.8	4.8	3.4	2.3	3.1	—	—	0.0
Maryland	21.6	6.3	12.5	5.1	12.2	9.8	2.1	5.0	2.5	0.0
Massachusetts	16.6	9.3	10.1	6.5	6.9	5.1	1.4	3.8	0.9	0.0
Michigan	17.5	11.5	10.9	8.5	6.5	11.2	3.8	6.1	0.6	—
Minnesota	12.9	16.2	5.3	7.7	3.7	3.6	6.8	1.4	1.6	0.0
Mississippi	14.8	8.8	7.0	7.4	6.3	8.9	—	—	—	—
Missouri	12.8	14.5	6.4	7.0	7.5	3.7	6.0	2.1	1.2	—
Montana	14.5	17.8	9.6	8.7	6.1	—	7.8	—	4.8	0.0
Nebraska	6.4	14.0	4.8	5.2	2.9	—	6.5	0.0	2.4	0.0
Nevada	23.8	18.6	13.1	13.8	11.0	5.5	4.7	—	—	—
New Hampshire	12.5	12.7	6.2	8.5	4.3	6.8	3.7	4.0	0.0	—
New Jersey	16.5	9.8	12.3	8.4	11.1	4.7	2.7	3.9	2.4	1.7
New Mexico	20.7	16.9	11.3	14.4	6.9	14.0	—	—	—	—
New York	18.0	9.9	16.0	8.0	13.3	8.4	3.1	7.4	1.1	1.1
North Carolina	13.6	9.6	8.7	7.1	7.3	7.2	3.3	4.9	1.9	1.8
North Dakota	6.9	17.6	3.7	7.2	2.4	4.5	6.3	0.0	—	0.0

Table 6.3—Percentage of teachers and principals in public schools who thought that certain issues were serious problems in their schools, by state: 1987–88—continued

	Teachers					Principals				
	Student absenteeism	Student alcohol use	Student tardiness	Student drug abuse	Student abuse of tchers	Student absenteeism	Student alcohol use	Student tardiness	Student drug abuse	Student abuse of teachers
Ohio	15.1	16.3	9.6	10.1	9.8	5.4	3.6	5.5	1.8	1.0
Oklahoma	13.2	14.6	8.4	8.2	4.7	5.0	3.4	4.4	3.0	—
Oregon	15.6	13.2	7.6	8.7	5.1	3.9	2.4	3.0	2.1	—
Pennsylvania	16.6	10.4	12.0	5.9	8.7	5.6	2.2	6.0	0.6	—
Rhode Island	14.6	6.7	7.2	4.0	9.9	6.5	0.0	—	0.0	0.0
South Carolina	10.1	8.1	6.4	5.3	7.8	4.4	2.6	5.4	—	—
South Dakota	9.4	16.6	7.8	4.5	3.3	—	7.3	—	0.0	0.0
Tennessee	15.6	9.8	8.4	7.0	5.4	8.3	2.0	5.5	1.7	—
Texas	16.3	12.6	12.2	11.2	7.8	6.4	3.8	4.8	2.0	0.6
Utah	13.5	6.1	10.1	4.7	5.5	7.8	—	3.7	—	—
Vermont	6.8	10.5	3.4	5.9	4.6	—	4.2	0.0	—	—
Virginia	14.5	8.5	10.4	6.2	8.0	3.6	1.7	2.1	—	—
Washington	17.0	12.6	8.8	10.6	5.4	3.9	5.2	1.1	2.7	—
West Virginia	14.2	8.6	3.7	3.7	7.5	7.8	—	4.0	—	—
Wisconsin	13.0	13.8	9.0	6.9	7.1	6.2	5.7	3.3	2.5	—
Wyoming	15.6	18.4	10.8	10.5	3.5	3.2	5.7	—	—	0.0

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Administrator and Teacher Questionnaires).

Table 6.4a—Percentage distribution of teachers by perceptions about seriousness of problems, by private school type: 1987–88

	Student tardiness				Student absenteeism			
	Serious	Moderate	Minor	Not a problem	Serious	Moderate	Minor	Not a problem
Private school category								
Assembly of God	4.2	26.3	39.9	29.6	7.4	25.6	38.8	28.1
Baptist	4.8	13.3	47.3	34.7	4.2	14.2	36.9	44.8
Calvinist	—	6.5	39.6	53.2	0.0	11.5	43.7	44.8
Christian	3.6	19.8	36.0	40.6	0.9	18.3	38.5	42.4
Episcopal	3.2	12.2	39.2	45.4	1.9	10.9	35.7	51.5
Friends	—	15.6	45.4	37.5	—	12.1	50.1	37.7
Jewish	2.6	21.1	35.0	41.3	3.6	14.9	36.1	45.4
Lutheran	2.8	17.9	38.7	40.7	1.5	12.8	45.0	40.8
7th Day Adventist	9.3	28.7	40.2	21.9	8.1	20.4	42.1	29.4
Roman Catholic	3.3	16.4	37.1	43.1	3.3	16.9	40.0	39.8
Other: Religious	1.3	19.3	48.6	30.8	1.5	17.8	50.4	30.4
Exceptional children	3.1	16.0	41.4	39.5	8.1	18.5	29.9	43.5
Montessori	2.0	23.7	28.2	46.0	—	11.6	32.3	54.9
NAIS	4.7	20.0	33.2	42.2	5.1	14.1	34.5	46.3
Other: Nonsectarian	5.2	17.6	32.9	44.3	6.7	12.2	34.9	46.2
9-Category typology								
Catholic								
-Parochial	2.3	12.2	34.9	50.6	1.8	12.6	37.8	47.8
-Diocesan	2.9	18.4	43.1	35.7	4.3	23.9	43.9	28.0
-Private order	7.3	28.4	37.2	27.2	7.4	22.7	42.5	27.5
Other Religious								
-Conservative Christ	4.3	19.5	44.7	31.5	3.5	20.2	42.7	33.5
-Affiliated	2.8	19.0	41.2	36.9	2.0	13.1	43.5	41.4
-Unaffiliated	2.9	14.5	39.0	43.6	3.2	15.4	36.8	44.5
Nonsectarian								
-Regular	4.8	19.1	37.2	39.0	5.6	14.3	39.8	40.3
-Special emphasis	3.7	20.8	26.4	49.1	2.7	10.4	27.5	59.5
-Special education	7.0	12.2	30.7	50.1	14.7	15.5	24.6	45.2
NAIS membership status								
Not NAIS	3.6	16.9	38.2	41.4	3.5	15.9	40.0	40.6
NAIS	3.9	20.8	35.7	39.6	4.3	15.7	35.4	44.6

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher and School Questionnaires).

Table 6.4b—Percentage distribution of teachers by perceptions about seriousness of problems, by private school type: 1987–88

	Student use of alcohol				Student drug abuse			
	Serious	Moderate	Minor	Not a problem	Serious	Moderate	Minor	Not a problem
Private school category								
Assembly of God	0.0	—	8.5	90.4	0.0	—	8.7	90.8
Baptist	0.6	1.9	14.0	83.5	—	2.7	10.9	86.2
Calvinist	3.3	16.3	17.6	62.7	0.0	—	28.3	71.2
Christian	1.6	2.3	17.2	78.8	—	0.9	12.3	86.7
Episcopal	4.0	14.0	20.7	61.4	2.2	12.2	19.2	66.4
Friends	6.0	16.5	10.9	66.6	5.7	14.4	14.3	65.6
Jewish	0.0	0.0	3.6	96.4	0.0	—	3.5	96.4
Lutheran	0.6	7.2	9.9	82.3	0.6	3.3	12.3	83.7
7th Day Adventist	—	4.4	18.0	77.1	—	4.4	16.3	78.8
Roman Catholic	4.7	11.2	16.1	68.0	1.7	8.2	20.4	69.7
Other: Religious	1.0	3.8	11.6	83.6	0.9	0.7	11.4	87.0
Exceptional children	4.7	13.8	13.0	68.5	5.6	16.5	14.2	63.7
Montessori	0.0	—	—	98.3	0.0	—	—	98.3
NAIS	5.1	23.5	29.9	41.5	4.5	15.0	35.3	45.2
Other: Nonsectarian	3.5	14.2	17.6	64.7	2.5	13.2	18.1	66.2
9-Category typology								
Catholic								
-Parochial	2.2	3.3	10.6	83.9	1.0	2.1	11.9	84.9
-Diocesan	7.2	23.6	17.5	51.8	3.0	17.0	26.4	53.5
-Private order	10.2	22.5	33.9	33.4	2.4	18.2	42.8	36.6
Other Religious								
-Conservative Christ	—	1.2	14.3	84.4	—	0.6	9.2	90.1
-Affiliated	1.6	7.7	12.6	78.1	1.0	4.8	14.1	80.0
-Unaffiliated	2.1	4.8	11.7	81.4	0.9	2.7	13.2	83.2
Nonsectarian								
-Regular	4.4	19.4	22.6	53.6	3.6	11.2	27.1	58.1
-Special emphasis	3.4	12.1	18.0	66.5	2.1	12.1	19.2	66.6
-Special education	3.8	20.1	24.8	51.3	5.3	26.8	21.6	46.3
NAIS membership status								
Not NAIS	3.2	8.9	14.1	73.8	1.4	6.6	16.5	75.5
NAIS	4.9	20.5	30.1	44.5	3.5	14.0	32.7	49.9

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher and School Questionnaires).

Influence on School Practices

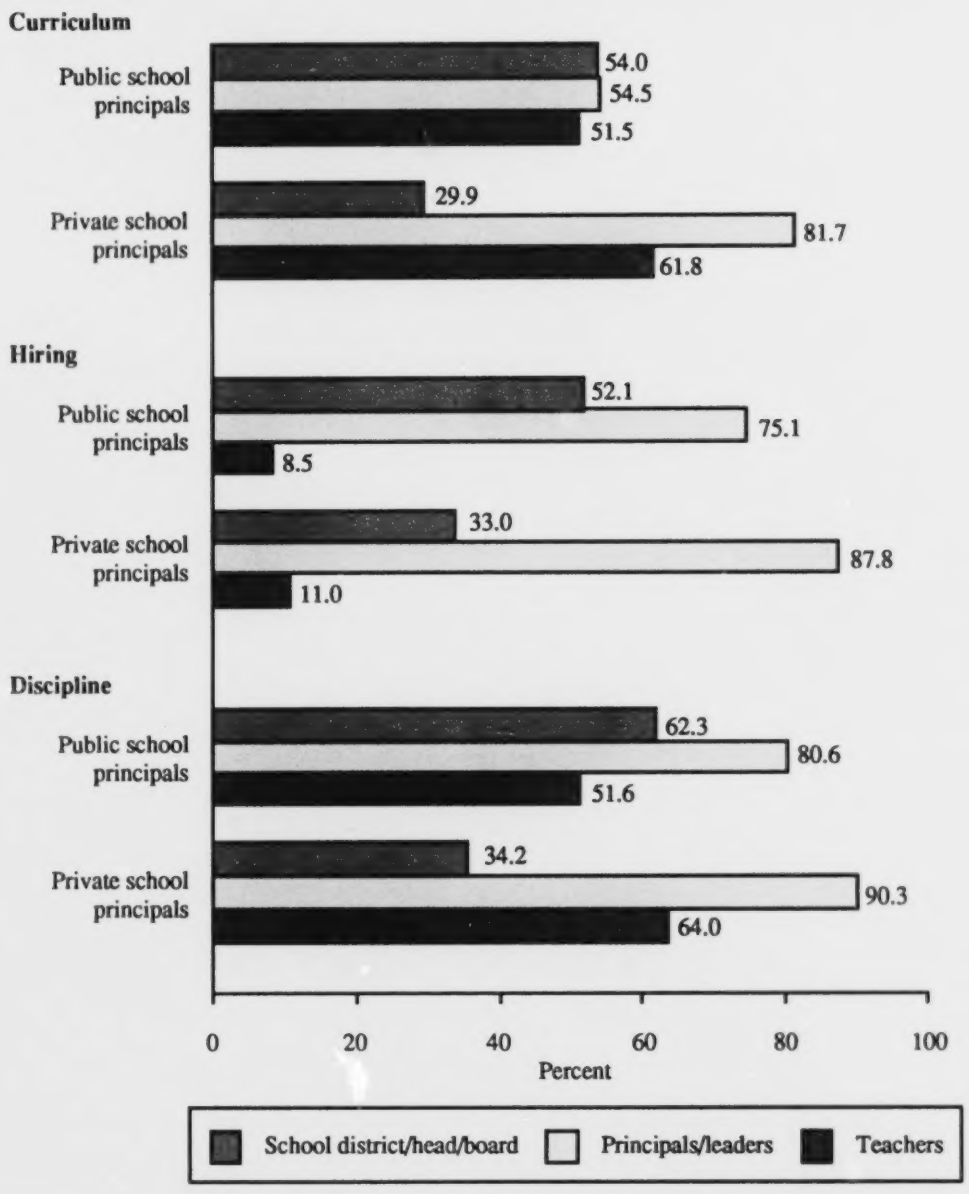
Principals' Perceptions

Measures of support and school climate help define the attitudes of teachers and principals toward the schools. The influence that educators have on school practice is important to them because, as professionals, they strive for personal fulfillment in their work. Principals thought that they had considerable influence over establishing curriculum, hiring new full-time teachers, and setting school discipline policy. Sixty-one percent of all principals thought they had a great deal of influence over curriculum (table 6.5, figure 6.4). An even greater proportion of principals thought that they had a great deal of influence over hiring (78 percent). Eighty-three percent of the principals thought that they had a great deal of influence over discipline policy.

A greater proportion of private school principals than public school principals thought that they had a great deal of influence over curriculum (82 percent compared with 55 percent). Among public school principals, more suburban and rural–small city principals than urban principals thought that they had a great deal of influence over curriculum (52 percent and 61 percent as compared with 38 percent), hiring (82 percent and 80 percent as compared with 59 percent), and discipline policy (83 percent and 84 percent as compared with 71 percent).

Generally, principals were more likely to report that they had a great deal of influence over establishing curriculum, hiring faculty, and setting discipline policies than they were to report that school districts/school boards or teachers had a great deal of influence on policies in these areas. This was true for both public and private school principals in all three areas, with one exception: Public school principals were no more likely than private school principals to report that they had a great deal of influence on establishing curriculum than did the school district or school board.

Figure 6.4—Percentage of principals who thought that various groups or persons had a great deal of influence on certain activities: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and School Administrator Questionnaires).

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Table 6.5—Percentage of principals who thought that various groups or persons had a great deal of influence on school decisions on certain activities, by selected school characteristics: 1987–88

	Establishing curriculum			Hiring new FT teachers			Setting discipline policy		
	Sch. distr. head/board	Princ./ head	Teachers	Sch. distr. head/board	Princ./ head	Teachers	Sch. distr. head/board	Princ./ head	Teachers
TOTAL	48.2	61.1	54.0	47.6	78.2	9.1	55.6	83.0	54.6
PUBLIC	54.0	54.5	51.5	52.1	75.1	8.5	62.3	80.6	51.6
Urban	71.6	38.3	37.0	63.2	59.1	8.9	70.3	71.2	46.9
School level									
Elementary	73.1	36.0	35.8	66.3	57.3	8.5	71.1	69.7	48.4
Secondary	68.4	42.9	39.5	54.5	64.5	9.4	68.5	75.6	41.3
Combined	61.8	56.2	43.8	51.9	64.0	13.2	64.7	74.8	46.9
Minority enrollment									
Less than 20%	68.1	45.8	46.4	54.8	72.6	13.3	62.5	78.1	52.0
20% or more	72.9	35.7	33.6	66.2	54.3	7.4	73.0	68.7	45.1
School size									
Less than 150	58.8	52.9	48.0	52.4	62.0	10.3	64.6	73.8	51.1
150 to 499	68.6	35.9	40.0	64.4	57.6	9.9	68.5	68.3	50.1
500 to 749	76.1	38.6	33.2	66.6	59.0	8.7	74.2	70.6	44.9
750 or more	73.1	39.0	34.9	59.4	60.7	7.3	69.5	75.4	43.9
Suburban	57.4	52.2	53.4	46.2	81.8	9.4	61.1	82.9	54.4
School level									
Elementary	60.0	50.0	52.3	49.3	80.8	9.0	61.8	82.6	58.4
Secondary	49.5	57.8	56.4	36.0	84.6	10.5	57.1	83.7	43.5
Combined	64.0	58.1	54.0	60.0	81.2	8.2	81.6	83.5	45.9
Minority enrollment									
Less than 20%	53.8	54.4	57.3	43.4	84.9	9.0	59.0	84.0	54.0
20% or more	64.4	48.0	45.9	51.5	75.8	10.2	65.1	80.8	55.1
School size									
Less than 150	49.2	50.3	46.5	52.1	71.4	6.6	59.0	84.6	42.3
150 to 499	57.0	55.0	58.4	46.7	79.2	8.6	61.1	81.0	57.7
500 to 749	59.5	47.9	51.5	48.9	83.8	12.7	61.0	82.6	57.9
750 or more	57.1	52.3	48.2	41.4	85.3	7.6	61.5	86.1	46.8
Rural–small city	45.9	61.4	57.1	49.4	79.5	8.3	59.0	83.7	53.1
School level									
Elementary	48.1	57.9	57.5	50.5	78.3	8.1	58.8	82.8	56.4
Secondary	43.1	68.4	57.1	45.2	83.3	9.0	59.3	86.5	46.4
Combined	35.5	68.3	54.0	54.1	77.2	7.7	59.4	81.9	46.4
Minority enrollment									
Less than 20%	42.8	62.9	59.9	47.3	80.1	8.0	55.3	85.5	54.3
20% or more	53.7	57.6	50.0	54.7	78.2	9.1	68.2	78.9	50.1
School size									
Less than 150	43.4	65.8	59.0	58.0	73.4	7.7	59.4	83.8	53.8
150 to 499	44.6	61.0	58.1	48.7	79.9	8.2	58.3	83.2	53.6
500 to 749	48.8	59.1	53.7	46.9	80.4	8.7	59.6	83.1	53.7
750 or more	51.4	61.2	55.4	45.3	84.4	8.6	61.0	86.7	48.2

Table 6.5—Percentage of principals who thought that various groups or persons had a great deal of influence on school decisions on certain activities, by selected school characteristics: 1987–88—continued

	Establishing curriculum			Hiring new FT teachers			Setting discipline policy		
	Sch. distr. head/board	Princ./ head	Teachers	Sch. distr. head/board	Princ./ head	Teachers	Sch. distr. head/board	Princ./ head	Teachers
PRIVATE	29.9	81.7	61.8	33.0	87.8	11.0	34.2	90.3	64.0
Urban	28.9	82.1	62.8	27.1	91.5	13.1	31.4	90.3	66.0
School level									
Elementary	31.6	82.1	67.9	29.1	91.9	12.3	31.7	91.7	73.5
Secondary	18.4	82.5	72.9	14.0	93.2	20.1	21.5	90.0	63.8
Combined	27.4	81.7	42.3	29.0	89.2	11.5	36.3	86.5	45.9
Minority enrollment									
Less than 20%	25.4	80.8	62.4	28.0	91.6	12.1	30.9	89.3	65.5
20% or more	33.2	83.6	63.2	25.9	91.3	14.4	32.0	91.5	66.6
School size									
Less than 150	31.1	78.6	55.6	36.5	84.8	12.3	36.5	87.4	58.6
150 to 499	27.9	84.4	66.5	21.6	95.3	12.2	26.4	91.3	71.7
500 to 749	26.3	84.6	69.6	16.9	97.8	23.0	32.8	96.1	68.2
750 or more	23.8	84.1	76.0	19.1	100.0	15.0	38.9	97.4	64.7
Suburban	28.4	82.4	71.9	27.2	93.7	11.9	28.5	92.5	72.7
School level									
Elementary	32.3	79.1	71.4	29.9	92.6	11.6	29.6	93.4	79.8
Secondary	14.9	94.3	79.3	13.3	100.0	14.8	18.0	96.9	71.5
Combined	23.8	86.3	70.6	25.7	94.4	11.4	29.8	88.7	55.0
Minority enrollment									
Less than 20%	29.5	83.6	75.5	28.6	93.7	13.7	28.2	92.4	73.0
20% or more	24.8	78.1	59.7	22.5	93.9	5.2	29.6	93.0	71.9
School size									
Less than 150	31.0	81.8	69.2	40.5	88.9	12.7	35.0	90.3	69.3
150 to 499	28.6	81.7	73.2	18.4	96.8	12.2	22.7	94.1	76.0
500 to 749	18.4	83.4	75.6	14.7	98.7	4.9	26.1	96.9	82.8
750 or more	22.7	89.4	77.2	13.5	100.0	13.5	28.7	91.6	60.0
Rural–small city	32.6	80.6	56.3	42.1	81.8	8.0	41.1	89.7	58.9
School level									
Elementary	34.0	78.5	60.8	43.1	80.8	8.0	40.6	89.2	68.5
Secondary	20.4	86.6	71.1	22.2	97.6	17.7	28.7	93.5	67.8
Combined	32.4	83.1	45.0	44.4	80.5	6.0	44.5	89.7	39.5
Minority enrollment									
Less than 20%	32.0	81.1	56.7	41.3	82.7	7.5	39.2	89.6	58.4
20% or more	36.4	76.9	53.3	47.5	75.5	11.3	54.9	90.3	62.1
School size									
Less than 150	31.8	79.6	51.1	51.3	74.8	7.2	43.1	88.7	54.6
150 to 499	34.4	81.9	64.8	26.8	93.7	8.4	38.0	91.3	66.8
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

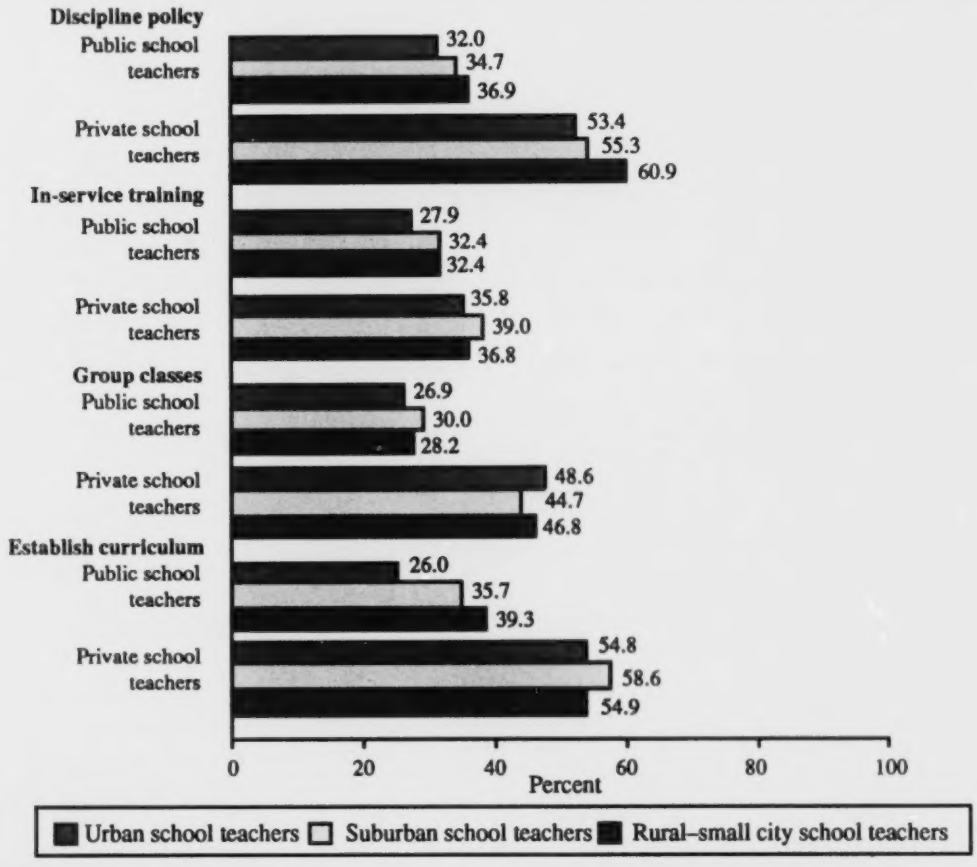
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and School Administrator Questionnaires).

Teachers' Perceptions

Thirty-seven percent of all teachers thought they had a great deal of influence on discipline policy, 32 percent on in-service training, 30 percent on grouping classes, and 38 percent on establishing curriculum policies (table 6.6, figure 6.5). For each of these policy areas, a greater proportion of private school teachers than public school teachers thought that they had a great deal of influence. For instance, 56 percent of the private school teachers thought that they had a great deal of influence over discipline policies and establishing curriculum, compared with 35 percent of the public school teachers who thought they had such influence over these policy areas.

More rural–small city and suburban (37 percent and 35 percent, respectively) than urban public school teachers (32 percent) thought they had a great deal of influence over discipline policies. Similarly, more rural–small city and suburban (39 percent and 36 percent, respectively) than urban public school teachers (26 percent) thought that they had a great deal of influence on establishing curriculum. Among public schools of each community type, teachers in small schools (under 150 students) were more likely to say that they had a great deal of influence over discipline policy than were teachers in large schools (more than 750 students) of the same community type.

Figure 6.5—Percentage of teachers who thought that they had a great deal of influence on certain policies: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

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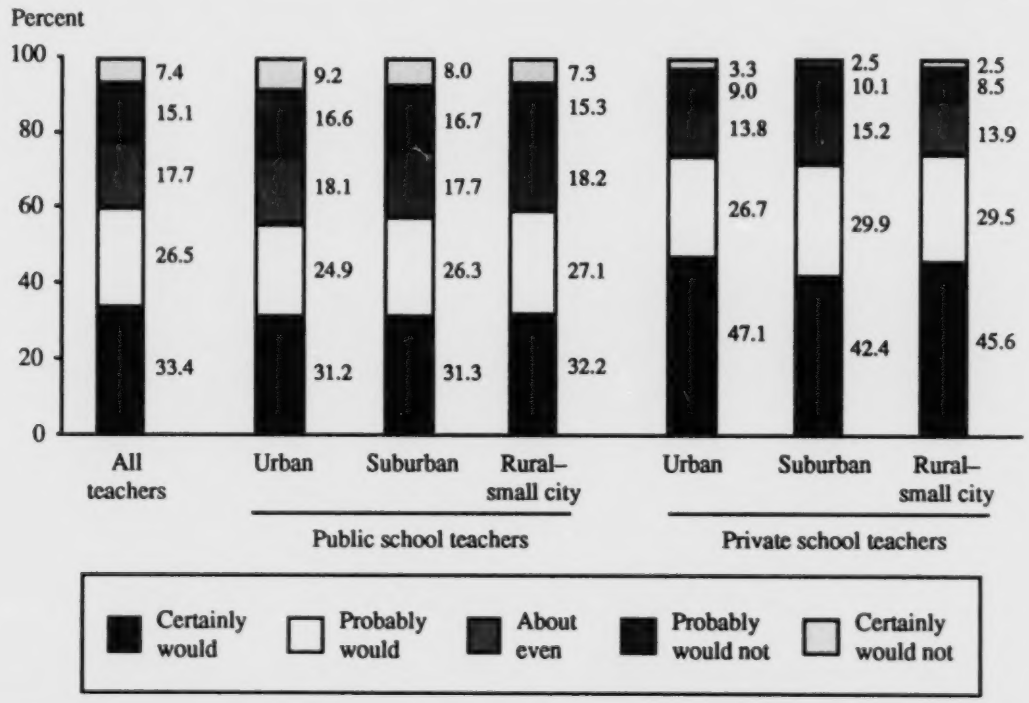
Teacher Attitudes Toward Teaching as a Career

Among all teachers, 33 percent said that if they were starting over they certainly would become a teacher again, and 7 percent said that they certainly would not (table 6.7, figure 6.6). A greater proportion of private school teachers said they certainly would become a teacher again (45 percent) than public school teachers (32 percent). Among public school teachers, across all community types similar proportions said that they would certainly become a teacher again if they were starting over.

Among all teachers, 33 percent planned to continue teaching as long as they were able; 35 percent planned to continue teaching until retirement; 13 percent probably would continue; 4 percent planned to leave; and 16 percent were undecided about their plans to remain in teaching.

A greater proportion of private than public school teachers planned to remain in teaching as long as they were able (50 percent and 31 percent, respectively). In contrast, a greater proportion of public than private school teachers planned to stay in teaching until retirement (38 percent and 12 percent, respectively). Table 6.8 shows the attitudes of public school teachers toward teaching as a career by state. Tables 6.9 and 6.10 show the attitudes of private school teachers by private school affiliation.

Figure 6.6—Percentage distribution of public and private school teachers by reported likelihood of becoming a teacher again, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

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Table 6.6—Percentage of teachers who thought that they had a great deal of influence on certain policies, by selected school characteristics: 1987–88

	Determining discipline policy	Content of in-service training	Between class ability grouping	Establishing curriculum
TOTAL	37.3	31.8	30.3	37.5
PUBLIC	34.8	31.1	28.1	35.0
Urban	32.0	27.9	26.9	26.0
School level				
Elementary	38.8	29.6	32.9	23.3
Secondary	20.0	24.8	16.9	29.9
Combined	35.3	28.4	25.7	34.0
Minority enrollment				
Less than 20%	39.1	31.6	31.4	33.4
20% or more	29.5	26.5	25.3	23.4
School size				
Less than 150	41.5	39.4	37.4	46.6
150 to 499	42.5	29.4	35.4	25.1
500 to 749	38.7	30.5	31.6	25.3
750 or more	22.5	25.2	19.6	26.3
Suburban	34.7	32.4	30.0	35.7
School level				
Elementary	44.9	35.0	37.4	33.1
Secondary	20.6	28.5	19.7	38.8
Combined	34.7	35.6	29.7	43.6
Minority enrollment				
Less than 20%	35.0	32.7	30.7	38.2
20% or more	34.2	31.6	28.5	30.9
School size				
Less than 150	49.3	38.8	35.7	48.3
150 to 499	44.9	34.6	39.3	37.8
500 to 749	42.9	36.9	33.3	36.8
750 or more	23.8	28.3	22.4	33.5
Rural–small city	36.9	32.4	28.2	39.3
School level				
Elementary	44.1	33.9	33.9	38.4
Secondary	25.1	29.8	18.8	40.3
Combined	35.6	32.9	27.6	41.7
Minority enrollment				
Less than 20%	37.4	32.3	28.9	41.9
20% or more	35.6	32.6	26.2	32.8
School size				
Less than 150	45.7	33.5	33.0	47.8
150 to 499	41.1	33.0	31.1	40.6
500 to 749	34.5	32.5	26.8	37.1
750 or more	28.3	30.7	22.2	36.9

Table 6.6—Percentage of teachers who thought that they had a great deal of influence on certain policies, by selected school characteristics: 1987–88—continued

	Determining discipline policy	Content of in-service training	Between class ability grouping	Establishing curriculum
PRIVATE	55.9	36.8	47.2	56.3
Urban	53.4	35.8	48.6	54.8
School level				
Elementary	59.7	36.9	54.7	53.2
Secondary	35.6	27.5	33.1	54.8
Combined	56.0	41.5	49.6	59.0
Minority enrollment				
Less than 20%	53.5	39.0	47.9	55.7
20% or more	53.3	30.2	49.9	53.3
School size				
Less than 150	65.2	41.0	52.7	60.2
150 to 499	56.9	35.1	50.1	54.9
500 to 749	42.9	33.0	43.0	50.4
750 or more	38.7	35.5	44.8	53.5
Suburban	55.3	39.0	44.7	58.6
School level				
Elementary	60.3	36.5	49.5	54.4
Secondary	42.5	33.1	34.0	52.3
Combined	54.6	45.8	43.4	68.3
Minority enrollment				
Less than 20%	55.9	39.2	45.3	58.9
20% or more	52.6	38.0	42.3	57.1
School size				
Less than 150	61.3	42.4	44.1	62.7
150 to 499	55.9	34.2	47.4	56.0
500 to 749	57.5	42.7	46.8	60.2
750 or more	46.1	42.2	37.7	58.4
Rural–small city	60.9	36.8	46.8	54.9
School level				
Elementary	67.1	36.3	54.3	52.9
Secondary	45.9	31.9	35.1	59.8
Combined	57.8	40.5	39.2	55.7
Minority enrollment				
Less than 20%	62.2	38.1	47.9	55.7
20% or more	52.2	28.0	39.0	49.3
School size				
Less than 150	70.2	42.7	51.9	55.3
150 to 499	56.4	32.9	43.8	53.5
500 to 749	42.7	31.1	35.9	50.2
750 or more	—	—	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

Table 6.7—Percentage distribution of teachers by reported likelihood of becoming a teacher again and plans to remain in teaching, by selected school characteristics: 1987–88

	If starting over					Plans to remain in teaching				
	Certainly would be teacher	Probably would be teacher	Chances about even	Probably would not be teacher	Certainly would not be teacher	As long as able	Until elig. to retire	Probably will continue	Definitely plan to leave	Un-decided
TOTAL	33.4	26.5	17.7	15.1	7.4	32.9	34.6	12.5	3.9	16.1
PUBLIC	31.8	26.3	18.1	15.9	7.9	30.7	37.6	12.5	4.0	15.3
Urban	31.2	24.9	18.1	16.6	9.2	31.9	35.6	12.0	4.5	16.0
School level										
Elementary	32.7	24.6	17.5	16.9	8.4	33.9	34.5	11.0	4.1	16.5
Secondary	29.0	25.6	19.0	16.2	10.1	28.6	37.5	13.9	5.1	14.9
Combined	28.8	23.8	17.9	14.9	14.7	31.4	34.6	11.7	4.3	18.0
Minority enrollment										
Less than 20%	31.9	27.4	18.3	15.4	7.0	31.8	38.2	11.8	3.7	14.5
20% or more	31.0	24.0	17.9	17.0	10.0	32.0	34.6	12.1	4.7	16.5
School size										
Less than 150	32.4	25.3	19.0	13.4	9.9	34.1	24.7	12.1	6.2	23.0
150 to 499	34.1	25.0	16.8	16.4	7.6	33.4	35.5	11.1	4.1	15.9
500 to 749	31.5	24.8	17.1	17.6	9.0	32.6	36.8	10.9	3.8	16.0
750 or more	29.5	24.9	19.2	16.2	10.1	30.8	35.2	13.2	5.0	15.8
Suburban	31.3	26.3	17.7	16.7	8.0	31.4	38.0	11.9	3.9	14.9
School level										
Elementary	33.9	27.6	16.5	15.0	7.0	33.1	36.7	10.5	3.8	15.9
Secondary	27.5	24.8	19.4	19.1	9.3	28.9	39.9	13.6	4.2	13.6
Combined	35.8	19.6	18.7	17.9	8.0	33.2	33.0	16.9	2.6	14.3
Minority enrollment										
Less than 20%	31.9	26.8	17.5	16.7	7.1	32.2	38.8	11.4	3.7	13.9
20% or more	30.1	25.3	18.1	16.9	9.6	29.7	36.4	12.7	4.4	16.7
School size										
Less than 150	36.1	29.6	14.6	10.6	9.1	35.4	26.2	12.2	5.4	20.7
150 to 499	34.9	28.5	14.5	15.4	6.7	32.6	39.3	9.4	3.0	15.6
500 to 749	35.0	25.0	18.2	15.2	6.6	32.4	36.0	11.6	3.9	16.1
750 or more	27.0	25.6	19.4	18.6	9.5	30.0	38.5	13.5	4.4	13.6
Rural–small city	32.2	27.1	18.2	15.3	7.3	29.7	38.4	12.9	3.8	15.3
School level										
Elementary	34.9	27.5	17.6	13.7	6.3	31.8	38.1	11.6	3.2	15.2
Secondary	27.2	26.7	19.2	17.9	9.0	26.0	39.1	14.7	4.7	15.6
Combined	35.1	26.2	18.0	14.5	6.2	30.4	36.8	14.3	3.2	15.3
Minority enrollment										
Less than 20%	31.9	28.0	18.3	15.0	6.7	29.4	38.9	13.1	3.5	15.0
20% or more	32.9	24.8	17.9	15.9	8.5	30.3	37.0	12.2	4.4	16.2
School size										
Less than 150	35.2	30.2	17.3	12.7	4.7	31.9	32.6	13.8	3.6	18.0
150 to 499	33.0	28.3	18.2	14.2	6.3	31.1	37.5	12.4	3.8	15.1
500 to 749	31.4	25.5	19.0	15.8	8.3	27.8	40.1	13.5	3.4	15.2
750 or more	30.5	25.7	17.4	17.7	8.7	28.2	39.7	12.8	4.1	15.3

Table 6.7—Percentage distribution of teachers by reported likelihood of becoming a teacher again and plans to remain in teaching, by selected school characteristics: 1987–88—continued

	If starting over					Plans to remain in teaching				
	Certainly would be teacher	Probably would be teacher	Chances about even	Probably would not be teacher	Certainly would not be teacher	As long as able	Until elig. to retire	Probably will continue	Definitely plan to leave	Un-decided
PRIVATE	45.3	28.0	14.4	9.2	3.1	49.9	11.9	12.7	3.6	21.9
Urban	47.1	26.7	13.8	9.0	3.3	50.1	12.2	12.0	3.7	22.0
School level										
Elementary	46.4	25.7	15.0	9.1	3.8	48.7	12.6	11.1	3.8	23.9
Secondary	43.8	28.2	13.2	10.9	3.9	49.7	12.8	15.7	3.2	18.5
Combined	52.3	27.7	11.5	7.1	1.5	54.2	10.4	10.6	3.9	20.8
Minority enrollment										
Less than 20%	46.5	27.3	14.4	8.8	3.0	48.9	13.3	12.4	3.5	21.8
20% or more	48.2	25.7	12.7	9.5	3.9	52.2	10.1	11.4	4.0	22.3
School size										
Less than 150	50.0	24.4	11.8	10.1	3.8	50.4	7.6	11.4	4.5	26.1
150 to 499	46.1	25.8	15.3	9.3	3.5	48.7	13.6	11.5	4.1	22.1
500 to 749	46.2	34.9	10.4	6.3	2.1	50.1	9.8	14.1	1.8	24.2
750 or more	48.9	23.5	14.6	9.8	3.3	55.5	14.6	12.3	3.4	14.1
Suburban	42.4	29.9	15.2	10.1	2.5	50.3	11.3	13.2	3.1	22.1
School level										
Elementary	46.3	26.1	15.3	10.0	2.3	53.8	10.0	12.6	4.0	19.6
Secondary	33.1	31.7	18.1	11.9	5.2	45.4	13.9	19.4	2.6	18.7
Combined	41.2	34.5	13.5	9.3	1.4	47.7	11.8	10.8	2.0	27.6
Minority enrollment										
Less than 20%	43.9	29.2	14.8	9.6	2.6	51.8	10.5	13.1	2.6	22.0
20% or more	35.7	32.8	17.1	12.2	2.2	43.9	14.4	13.7	5.5	22.5
School size										
Less than 150	40.8	31.5	16.7	8.4	2.6	49.3	6.2	16.1	2.9	25.4
150 to 499	42.6	30.0	15.2	10.1	2.2	54.0	11.1	12.2	3.2	19.5
500 to 749	49.7	26.0	11.9	10.5	2.0	51.9	8.3	13.3	2.4	24.0
750 or more	36.3	31.7	17.0	11.4	3.7	41.7	19.5	12.3	3.6	22.9
Rural–small city	45.6	29.5	13.9	8.5	2.5	48.8	13.0	12.4	3.5	22.2
School level										
Elementary	46.8	30.2	14.5	7.1	1.4	50.4	12.3	13.7	3.3	20.3
Secondary	39.7	31.1	15.4	9.3	4.4	44.7	15.5	12.6	3.7	23.5
Combined	46.7	27.2	12.0	10.8	3.4	48.2	13.0	9.7	3.9	25.2
Minority enrollment										
Less than 20%	44.7	30.9	13.2	8.7	2.5	47.9	12.8	12.5	3.7	23.1
20% or more	51.2	20.0	18.6	7.5	2.6	54.9	14.4	11.9	2.5	16.2
School size										
Less than 150	49.6	26.0	13.7	8.6	2.1	50.9	9.2	13.6	2.7	23.7
150 to 499	43.7	31.2	14.6	8.4	2.0	47.8	15.4	11.4	4.5	20.9
500 to 749	35.0	36.2	8.1	12.9	7.9	41.1	17.3	12.5	—	28.1
750 or more	—	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

Table 6.8—Percentage distribution of teachers in public schools by reported likelihood of becoming a teacher again and plans to remain in teaching, by state: 1987–88

	If starting over					Plans to remain in teaching				
	Certainly would be teacher	Probably would be teacher	Chances about even	Probably would not be teacher	Certainly would not be teacher	As long as able	Until elig. to retire	Probably will continue	Definitely plan to leave	Un-decided
TOTAL	31.8	26.3	18.1	15.9	7.9	30.7	37.6	12.5	4.0	15.3
Alabama	37.5	21.4	16.7	16.4	8.0	27.4	46.1	10.9	3.2	12.4
Alaska	40.8	29.6	11.6	12.6	5.3	25.6	43.1	7.1	5.2	18.9
Arizona	36.4	27.6	16.1	15.4	4.4	32.7	31.0	14.6	2.9	18.8
Arkansas	29.9	26.9	17.8	16.7	8.6	30.7	30.6	14.5	5.2	19.0
California	34.7	24.8	18.6	14.2	7.8	33.8	34.4	12.5	4.7	14.5
Colorado	34.7	31.6	14.6	14.4	4.7	33.2	38.0	11.9	3.2	13.7
Connecticut	35.5	29.5	14.7	14.6	5.8	36.1	38.2	9.4	2.8	13.5
Delaware	27.1	25.4	20.9	17.3	9.2	27.1	38.8	11.3	2.8	20.0
Dist. of Columbia	31.2	20.5	17.2	17.6	13.5	21.7	37.6	9.6	4.7	26.4
Florida	32.2	22.2	18.5	17.9	9.2	35.5	31.6	13.9	4.1	15.0
Georgia	26.7	24.1	20.1	17.7	11.3	27.6	35.1	16.6	4.0	16.8
Hawaii	32.9	27.5	20.7	12.5	6.5	28.3	50.4	11.8	—	8.8
Idaho	35.9	26.9	16.9	15.0	5.2	32.4	30.1	16.3	4.4	16.8
Illinois	31.6	26.3	18.4	15.6	8.2	29.7	37.2	12.6	3.9	16.6
Indiana	33.1	26.3	19.3	15.3	6.0	32.2	38.4	13.1	2.7	13.6
Iowa	25.1	33.0	21.9	16.2	3.8	27.4	36.1	17.7	3.2	15.5
Kansas	30.3	29.1	21.9	15.1	3.7	30.5	29.1	20.4	3.6	16.5
Kentucky	31.6	26.1	17.8	15.7	8.8	26.7	48.4	9.6	3.7	11.6
Louisiana	26.9	21.5	16.3	21.3	14.0	27.2	34.2	14.1	4.6	19.9
Maine	31.3	28.8	18.2	15.2	6.6	33.1	33.3	12.5	4.5	16.6
Maryland	25.5	26.7	18.5	19.5	9.9	30.1	38.2	10.7	2.8	18.3
Massachusetts	29.7	24.5	20.4	15.9	9.4	30.3	35.4	12.3	3.2	18.8
Michigan	38.4	27.8	14.6	13.5	5.7	29.5	46.7	9.2	2.6	12.1
Minnesota	28.9	31.8	21.6	13.6	4.2	29.7	37.2	16.1	3.1	13.9
Mississippi	33.9	21.8	17.2	17.9	9.2	29.0	40.3	12.4	2.3	16.1
Missouri	30.4	31.4	19.4	13.7	5.1	27.0	41.3	12.4	3.0	16.3
Montana	32.1	25.3	18.4	16.4	7.7	31.9	33.9	14.5	5.0	14.7
Nebraska	37.6	29.2	16.9	12.9	3.4	33.6	31.4	17.6	2.3	15.2
Nevada	31.8	26.5	16.7	17.8	7.3	35.3	37.5	9.9	4.0	13.3
New Hampshire	34.5	25.8	16.7	15.6	7.5	37.3	21.6	12.1	5.0	24.0
New Jersey	30.8	25.2	18.5	16.5	9.1	39.3	33.5	8.1	4.1	15.1
New Mexico	26.0	27.0	16.2	19.9	11.0	28.6	37.8	10.7	6.8	16.0
New York	33.7	25.8	17.2	14.7	8.6	34.1	38.7	8.6	3.2	15.3
North Carolina	24.0	23.6	19.3	21.4	11.7	20.8	39.2	14.4	6.0	19.6
North Dakota	32.4	31.2	19.4	12.7	4.4	34.5	25.2	20.1	2.8	17.4

Table 6.8—Percentage distribution of teachers in public schools by reported likelihood of becoming a teacher again and plans to remain in teaching, by state: 1987–88—continued

	If starting over					Plans to remain in teaching				
	Certainly would be teacher	Probably would be teacher	Chances about even	Probably would not be teacher	Certainly would not be teacher	As long as able	Until elig. to retire	Probably will continue	Definitely plan to leave	Un-decided
Ohio	33.9	25.9	18.9	16.3	5.0	27.9	48.9	9.2	2.8	11.2
Oklahoma	33.9	29.1	14.4	15.0	7.6	27.1	43.1	12.7	3.7	13.3
Oregon	30.6	30.8	16.7	14.9	7.0	26.9	40.4	13.9	4.1	14.7
Pennsylvania	32.8	23.5	20.1	15.1	8.4	30.4	43.5	9.5	3.6	12.9
Rhode Island	41.4	24.2	16.9	11.3	6.3	29.7	50.6	6.6	5.1	8.1
South Carolina	30.1	27.5	18.3	17.0	7.0	29.5	37.8	11.0	3.3	18.4
South Dakota	37.7	29.2	16.6	11.1	5.4	36.0	27.1	14.8	4.1	17.9
Tennessee	29.6	26.1	16.1	16.5	11.7	26.9	40.3	11.4	5.6	15.8
Texas	32.1	26.5	17.0	15.5	8.8	34.2	28.5	14.4	6.4	16.5
Utah	27.3	26.1	21.3	17.7	7.7	28.8	34.9	18.2	3.9	14.3
Vermont	31.6	33.9	16.7	12.8	5.0	31.7	24.5	16.5	3.9	23.4
Virginia	27.0	24.5	18.8	19.8	9.9	27.1	35.6	15.5	4.4	17.5
Washington	28.7	31.1	17.5	16.0	6.6	25.1	47.4	11.1	3.5	12.9
West Virginia	22.9	27.3	15.3	19.5	15.0	22.6	41.8	16.3	6.2	13.1
Wisconsin	31.3	27.2	19.3	15.3	6.9	26.1	40.4	15.3	3.1	15.1
Wyoming	37.1	32.0	15.2	12.0	3.7	36.8	35.7	11.6	4.7	11.2

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher Questionnaire).

Table 6.9—Percentage distribution of teachers by attitude toward becoming a teacher if they could start college over, by private school type: 1987–88

	Certainly would	Probably would	Chances even	Probably would not	Certainly would not
Private school type					
Religious	46.9	27.9	13.7	9.1	2.5
Nonsectarian	39.5	30.5	16.5	9.5	4.0
Private school category					
Assembly of God	64.0	16.9	12.1	3.6	—
Baptist	58.7	25.7	10.8	3.3	1.5
Calvinist	58.0	24.3	11.2	6.1	—
Christian	46.7	33.4	11.0	8.8	—
Episcopal	38.7	32.4	16.1	8.2	4.5
Friends	47.3	38.3	9.3	5.1	0.0
Jewish	31.8	29.1	16.7	16.5	5.9
Lutheran	49.6	29.3	12.7	6.9	1.6
7th Day Adventist	44.3	23.8	12.1	17.5	2.3
Roman Catholic	44.6	27.4	15.0	10.1	2.9
Other: Religious	55.5	30.1	7.7	5.9	0.8
Exceptional children	50.5	30.1	5.5	7.1	6.9
Montessori	36.5	34.6	17.7	9.8	1.5
NAIS	40.7	30.9	15.9	8.8	3.7
Other: Nonsectarian	37.8	29.8	17.8	10.3	4.3
9-Category typology					
Catholic					
-Parochial	46.6	26.5	15.3	9.3	2.3
-Diocesan	40.9	26.7	16.4	10.9	5.1
-Private order	42.5	31.2	12.0	11.8	2.4
Other Religious					
-Conservative Christ	55.5	28.9	10.7	4.1	0.9
-Affiliated	47.7	28.7	12.6	9.0	1.9
-Unaffiliated	48.0	27.8	11.2	9.7	3.4
Nonsectarian					
-Regular	37.5	29.0	18.1	10.8	4.6
-Special emphasis	42.7	32.5	14.0	7.6	3.3
-Special education	41.2	33.0	14.6	8.1	3.1
NAIS membership status					
Not NAIS	46.4	28.0	14.0	9.0	2.6
NAIS	39.0	30.9	16.0	10.0	4.1

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher and School Questionnaires).

Table 6.10—Percentage distribution of teachers by plans to remain in teaching, by private school type: 1987–88

	As long as able	Until eligible to retire	Unless something better comes along	Will leave as soon as possible	Undecided
Private school category					
Assembly of God	47.1	12.5	10.9	4.9	24.6
Baptist	58.8	7.1	7.2	4.9	22.1
Calvinist	43.7	17.4	11.8	1.5	25.6
Christian	51.3	5.8	9.6	4.2	29.1
Episcopal	38.8	12.6	12.3	5.2	31.0
Friends	43.9	17.1	14.8	—	24.0
Jewish	50.5	6.3	19.1	2.5	21.6
Lutheran	50.6	14.0	13.4	3.9	18.1
7th Day Adventist	40.6	20.2	18.0	5.1	16.1
Roman Catholic	51.7	13.7	12.4	3.1	19.2
Other: Religious	55.4	7.9	8.0	3.4	25.2
Exceptional children	48.2	11.5	20.6	—	17.6
Montessori	44.7	11.8	16.5	0.9	26.1
NAIS	38.9	11.5	16.4	3.8	29.3
Other: Nonsectarian	47.2	11.8	12.4	3.9	24.8
9-Category typology					
Catholic					
-Parochial	53.8	12.9	11.2	3.0	19.2
-Diocesan	46.6	16.7	15.6	3.1	18.0
-Private order	50.8	12.5	12.4	3.5	20.8
Other Religious					
-Conservative Christ	54.2	6.7	8.0	4.9	26.2
-Affiliated	50.1	14.1	12.5	3.2	20.0
-Unaffiliated	47.5	7.4	13.2	4.3	27.5
Nonsectarian					
-Regular	39.0	13.8	15.0	4.1	28.2
-Special emphasis	49.1	8.5	13.9	3.3	25.2
-Special education	52.8	9.3	14.8	2.1	20.9
NAIS membership					
Not NAIS	51.3	12.3	11.9	3.4	21.0
NAIS	39.9	11.6	15.4	4.0	29.1

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher and School Questionnaires).

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Chapter 7

Supply, Demand, and Shortage of Teachers

In recent years, a number of policymakers and educational researchers have expressed concern that current supplies of teachers are, or will be, insufficient to meet a growing demand for new teachers in the coming decades. A number of factors have been cited as contributing to this shortage of teachers, including expected increases in enrollments (particularly among immigrant and non-English-speaking or limited-English-speaking children), the smaller proportions of recent college graduates who enter teaching as other career opportunities become available to women and minorities, and greater rates of attrition from the profession. Fields such as mathematics and science are believed to be particularly vulnerable to inadequate supplies of new teachers and greater teacher attrition rates.[17] Given the National Education Goal of top level student achievement in mathematics and science by the year 2000, data concerning teachers' attrition rates in these as well as other fields are of particular value to policy makers.

This chapter presents data from the 1987–88 SASS Survey relevant to questions concerning the supply, demand, and shortage of teachers nationwide, the sources of newly hired teachers, and teacher turnover rates within schools. The final section presents data from the 1988–89 Teacher Followup Survey concerning the rates at which teachers moved to different schools or left the profession; the kinds of moves they made; their primary reasons for moving and leaving; the average incomes of stayers, movers, and leavers during 1987–88 and 1988–89; and the extent to which stayers, movers, and leavers were satisfied with their current jobs in 1988–89.

Aspects of Supply, Demand, and Shortage of Teachers

Just as the health of the nation's economy is measured in terms of a number of indicators, the issue of the supply and demand of elementary and secondary school teachers across the country is a complex one that requires the examination of a number of indicators, many of which can be derived from SASS data. The next section addresses questions about the adequacy of the supply of teachers, both overall and within specific teaching fields, from a number of vantage points.

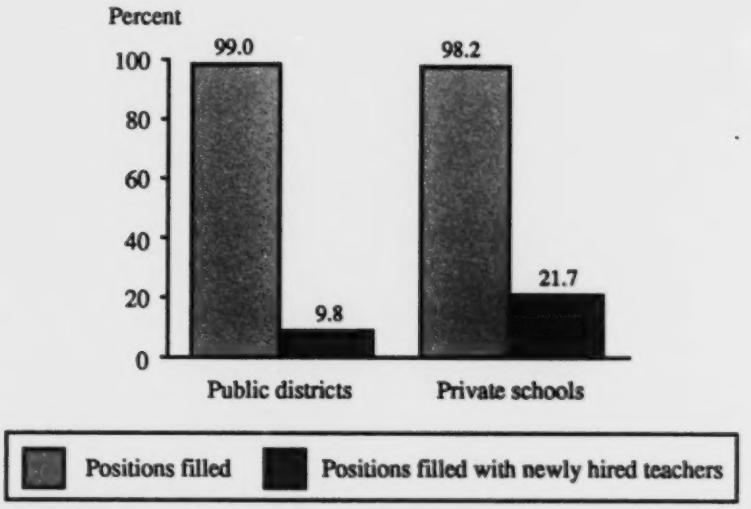
Ability to Fill Vacancies

One indicator of whether the demand for teachers is currently being met is the extent to which public school districts and private schools are able to fill the available teaching positions. During the 1987–88 school year, 99 percent of the teaching positions approved by public districts and 98 percent of those in private schools were filled (table 7.1, figure 7.1). Teaching positions in the private sector, however, were more likely to be filled with newly hired teachers than were public-sector positions. Whereas the average private school filled 22 percent of its positions with newly hired teachers, the average public school district filled 10 percent of its approved positions with these teachers. Generally, smaller districts or schools had greater proportions of newly hired teachers on staff than did larger districts or schools. In public school districts with fewer than 1,000 students, an average of 12 percent of the teaching staff were newly hired teachers, whereas in larger districts, newly hired teachers made up 7 percent to 9 percent of the teaching staffs, on

[17] See, for example, Carnegie Forum on Education and the Economy, *A Nation Prepared: Teachers for the 21st Century, The Report of the Task Force on Teaching as a Profession* (New York: The Carnegie Corporation, 1986); Linda Darling-Hammond, *Beyond the Commission Reports: The Coming Crisis in Teaching* (Santa Monica: The Rand Corporation, 1984).

average. In private schools with fewer than 150 students, an average of 25 percent of the available positions were filled with newly hired teachers, compared with averages of 20 percent, 14 percent, and 11 percent, respectively, among schools with 150 to 499 students, 500 to 749 students, and 750 or more students.

Figure 7.1—Average percentage of approved positions filled and average percentage filled with new teachers in public school districts and private schools: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, Teacher Demand and Shortage Questionnaire.

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Table 7.1—Average percentage of approved positions filled, vacant or filled with long-term substitutes, or withdrawn in public districts and private schools, by selected public school district and private school characteristics: 1987–88

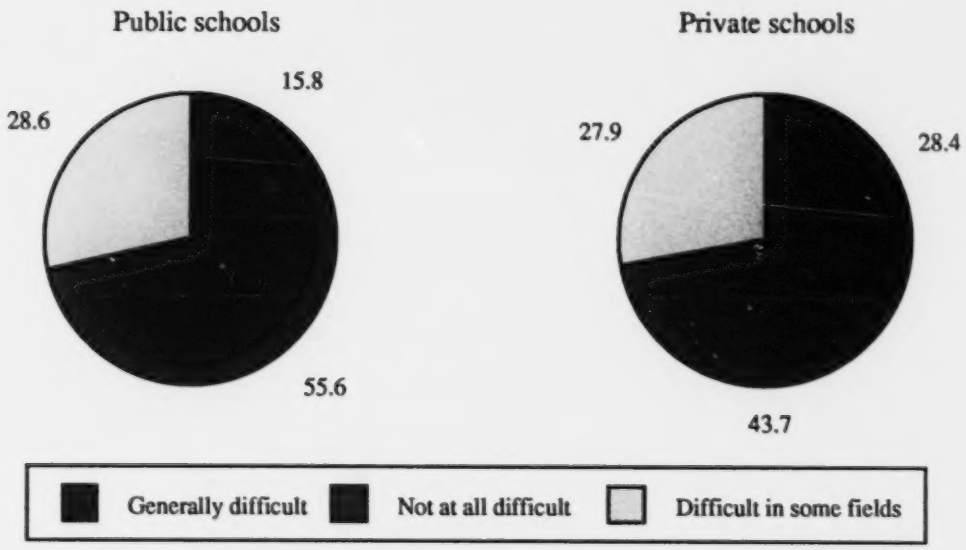
	Average percent filled	Of positions filled: Average percent newly hired	Of positions filled: Average percent continuing	Average percent vacant/ substitutes	Average percent withdrawn
PUBLIC DISTRICTS	99.0	9.8	90.2	0.6	0.4
Region					
Northeast	98.9	8.0	92.0	0.9	0.1
Midwest	99.3	8.8	91.2	0.3	0.4
South	98.8	9.8	90.2	0.8	0.4
West	98.9	13.6	86.4	0.4	0.7
District size					
Less than 1,000	98.8	11.9	88.1	0.6	0.6
1,000 to 4,999	99.3	7.4	92.6	0.5	0.2
5,000 to 9,999	99.4	7.0	93.0	0.4	0.3
10,000 or more	99.1	8.9	91.1	0.7	0.3
Minority enrollment					
Less than 20%	99.1	9.7	90.3	0.5	0.4
20% or more	98.8	9.9	90.1	0.8	0.4
Minority teachers					
Less than 10%	99.1	9.9	90.1	0.5	0.4
10% or more	98.4	9.1	90.9	1.2	0.5
PRIVATE SCHOOLS	98.2	21.7	78.3	0.7	1.0
Region					
Northeast	98.2	24.7	75.3	0.9	0.9
Midwest	98.3	20.6	79.4	0.6	1.0
South	98.0	18.5	81.5	0.7	1.3
West	98.3	24.1	75.9	0.8	0.9
School size					
Less than 150	97.3	25.4	74.6	1.1	1.7
150 to 499	99.0	19.6	80.4	0.4	0.6
500 to 749	98.7	14.0	86.0	1.1	0.2
750 or more	98.9	11.0	89.0	0.6	0.5
Minority enrollment					
Less than 20%	98.3	21.4	78.6	0.5	1.2
20% or more	97.9	22.8	77.2	1.4	0.7
Minority teachers					
Less than 10%	98.4	21.4	78.6	0.7	1.0
10% or more	97.4	23.1	76.9	1.2	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher Demand and Shortage Questionnaire).

Level of Difficulty Filling Vacancies

A second indicator of teacher demand is the level of difficulty that school administrators experience in filling teaching vacancies. Fifty-three percent of administrators in schools that had vacant teaching positions did not find it difficult to fill those vacancies; 19 percent found it generally difficult to do so; and 28 percent found it difficult to fill vacancies in some fields (table 7.2). Administrators in private schools with vacant teaching positions were more likely than those in public schools to report that it was generally difficult to fill those vacancies (28 percent compared with 16 percent) (figure 7.2). Within the public sector, 48 percent of administrators in urban schools reported that finding qualified applicants to fill vacancies was not at all difficult, compared with 62 percent in suburban and 57 percent in rural–small city schools. Also within the public sector, in all three community types, elementary school administrators were more likely to report not having difficulty finding qualified applicants than were administrators in secondary or combined schools. Administrators of public schools with a minority enrollment of less than 20 percent were more likely to report not having difficulty finding qualified applicants for teaching vacancies than were administrators in public schools with a minority enrollment of 20 percent or more. Administrators in public schools with 20 percent or more minority students were more likely than other administrators to report that finding qualified applicants for teaching vacancies was generally difficult. With one exception, however, these findings were not replicated among private schools. As in urban public schools, administrators in urban private schools with lower minority enrollments were more likely to report not having had difficulty in finding qualified applicants for teaching vacancies than were administrators in schools with higher minority enrollments.

Figure 7.2—Percentage distribution of public and private schools with vacancies reported, by difficulty in finding qualified applicants: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, School Administrator Questionnaire.

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Ways of Compensating for Unfilled Vacancies

When administrators cannot find qualified teachers to fill available positions, they must find ways to compensate for the unfilled vacancies. Among the ways in which administrators could compensate for teaching vacancies, they were most likely to report that they used substitute teachers (figure 7.3).[18] Administrators in public schools were more likely to use substitute teachers to compensate for staffing shortages than were administrators in private schools (36 percent versus 27 percent). Private school administrators were more likely than public school administrators to use part-time teachers and to increase teaching loads among their schools' current teaching staffs in order to compensate for vacancies (19 percent versus 9 percent, and 11 percent versus 6 percent, respectively).

Within the public sector, administrators' tendencies to use particular methods to compensate for vacancies varied with their schools' community type (table 7.2). Fifty-one percent of administrators in urban schools reported using substitute teachers, compared with 37 percent of administrators in suburban schools and 29 percent in rural–small city schools. Administrators in suburban schools were less likely than those in urban and rural–small city schools to report assigning another teacher to compensate for vacancies (12 percent compared with 16 percent and 18 percent, respectively). Administrators in rural–small city schools were also more likely than their counterparts in urban and suburban schools to report canceling courses in order to compensate for teaching vacancies, although few administrators in any community type reported doing so (6 percent of rural–small city administrators, compared with 4 percent of urban and suburban administrators). Two indicators of teacher shortage—the average percentage of approved positions in public school districts that were vacant in 1987–88 and the difficulty in filling vacancies that public school administrators reported—are also displayed by state in table 7.3.

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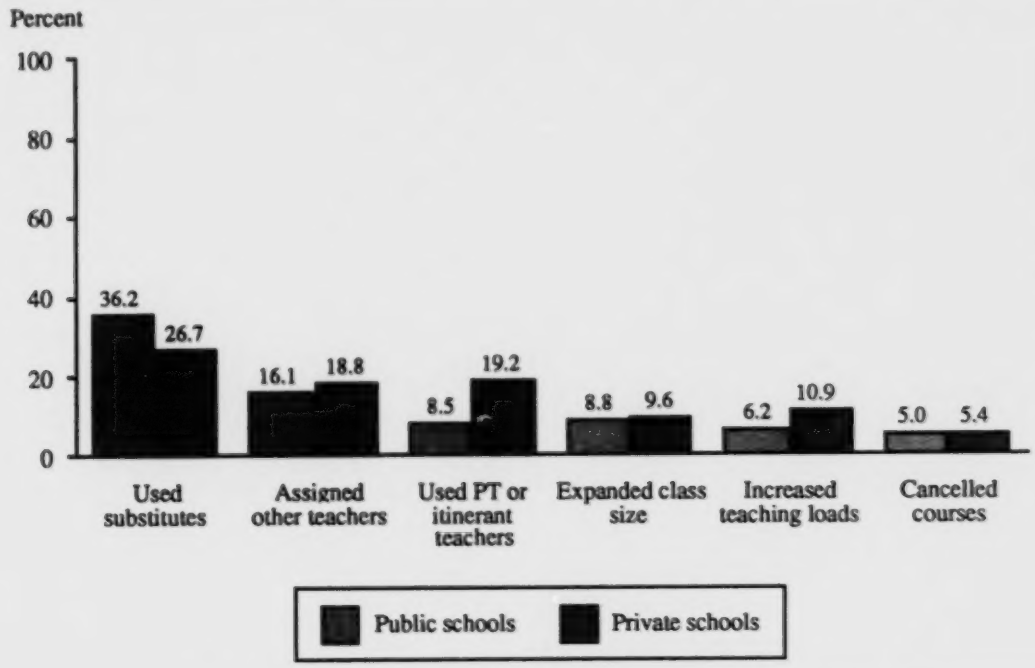
[18] Administrators of schools that had teaching vacancies were asked to indicate which of the following methods they had used to cover teaching vacancies that could not be filled with a full-time teacher qualified in a course or grade level: canceling planned course offerings, expanding some class sizes, adding sections to other teachers' normal teaching loads, assigning a teacher of another subject or grade level to teach those classes, using long-term and/or short-term substitutes, using part-time or itinerant teachers, or something else. Administrators could choose more than one alternative.

Figure 7.3—Percentage of public and private schools that used various methods to compensate for unfilled vacancies: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, School Administrator Questionnaire.

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Table 7.2—Percentage distribution of schools that had vacancies by difficulty in finding qualified applicants and percentage of schools that used various methods to compensate for unfilled vacancies, by selected school characteristics: 1987–88

	Difficulty finding applicants			Ways of compensating for vacancies not filled					
	Not at all difficult	Generally difficult	Difficult in some fields	Cancelled courses	Increased class sizes	Increased teaching loads	Assigned another teacher	Used substitute teacher	Used part-time teacher
TOTAL	52.9	18.7	28.4	5.1	9.0	7.3	16.7	34.0	11.0
PUBLIC	55.6	15.8	28.6	5.0	8.8	6.2	16.1	36.2	8.5
Urban	48.1	23.2	28.7	3.8	8.1	5.1	15.9	51.4	8.5
School level									
Elementary	52.0	24.1	23.8	1.6	7.0	2.7	13.8	51.4	7.2
Secondary	38.0	19.1	42.8	12.0	11.9	12.8	22.0	48.5	13.7
Combined	31.3	26.6	42.1	1.7	8.0	9.9	20.8	64.1	7.4
Minority enrollment									
Less than 20%	69.8	8.1	22.2	4.4	10.2	3.7	13.0	39.1	10.7
20% or more	40.5	28.6	31.0	3.6	7.3	5.6	16.9	55.8	7.8
School size									
Less than 150	33.0	32.0	35.0	4.0	9.7	9.6	18.5	52.9	6.6
150 to 499	57.8	21.7	20.5	1.9	6.3	3.0	11.4	48.5	7.0
500 to 749	48.1	24.7	27.3	2.9	8.3	2.2	15.4	53.2	9.8
750 or more	37.4	22.3	40.4	7.5	9.9	10.6	22.0	53.1	9.4
Suburban	62.1	13.2	24.7	3.9	8.0	5.2	12.0	36.6	8.4
School level									
Elementary	68.1	11.9	20.0	2.2	6.3	2.8	10.0	38.2	7.2
Secondary	47.4	14.8	37.8	8.8	12.7	11.9	17.7	31.6	11.5
Combined	39.5	32.7	27.8	—	9.2	—	14.2	44.2	8.7
Minority enrollment									
Less than 20%	68.1	10.3	21.6	4.3	8.2	5.6	11.3	33.7	9.1
20% or more	51.0	18.5	30.5	3.4	7.7	4.6	13.5	42.1	7.0
School size									
Less than 150	48.9	16.2	34.9	0.0	7.5	6.3	21.0	43.1	3.5
150 to 499	68.5	12.3	19.2	4.9	7.0	3.1	10.0	36.4	6.1
500 to 749	67.7	12.9	19.4	0.5	5.6	4.1	8.4	36.8	11.2
750 or more	48.3	14.4	37.4	6.5	12.1	9.5	17.8	36.0	9.5
Rural–small city	57.2	13.4	29.4	6.0	9.3	6.7	17.7	29.0	8.3
School level									
Elementary	65.5	11.8	22.7	3.0	6.9	4.0	15.6	29.7	6.9
Secondary	40.6	15.8	43.6	11.9	14.9	12.1	19.4	27.2	11.0
Combined	42.1	18.7	39.2	11.7	10.2	12.2	30.2	28.3	11.4
Minority enrollment									
Less than 20%	61.4	10.6	28.1	6.6	9.7	7.4	15.4	28.3	8.7
20% or more	47.0	20.3	32.7	4.4	8.1	5.1	23.2	30.6	7.5
School size									
Less than 150	57.1	14.4	28.5	6.2	6.2	6.7	19.8	23.0	8.2
150 to 499	62.4	12.0	25.6	5.5	8.6	6.4	16.5	28.6	8.5
500 to 749	51.8	14.7	33.5	5.2	9.3	5.5	18.1	31.3	7.2
750 or more	41.4	16.7	42.0	9.7	16.1	10.6	19.9	33.6	9.7

Table 7.2—Percentage distribution of schools that had vacancies by difficulty in finding qualified applicants and percentage of schools that used various methods to compensate for unfilled vacancies, by selected school characteristics: 1987–88 —continued

	Difficulty finding applicants			Ways of compensating for vacancies not filled					
	Not at all difficult	Generally difficult	Difficult in some fields	Cancelled courses	Increased class sizes	Increased teaching loads	Assigned another teacher	Used substitute teacher	Used part-time teacher
PRIVATE	43.7	28.4	27.9	5.4	9.6	10.9	18.8	26.7	19.2
Urban	40.4	31.1	28.5	5.7	11.3	11.4	18.9	28.4	18.3
School level									
Elementary	39.7	36.7	23.6	3.1	8.9	7.0	15.8	31.2	14.8
Secondary	40.7	13.0	46.4	10.0	16.8	22.7	23.8	22.0	17.8
Combined	42.4	25.5	32.2	10.7	15.3	17.5	25.1	24.3	28.5
Minority enrollment									
Less than 20%	47.3	26.6	26.1	6.0	11.0	10.1	18.4	24.2	18.0
20% or more	31.9	36.6	31.4	5.3	11.8	13.0	19.7	33.6	18.6
School size									
Less than 150	43.3	32.1	24.5	6.9	17.8	12.0	20.1	29.3	21.3
150 to 499	38.3	33.0	28.7	4.6	6.7	9.0	17.4	28.3	16.1
500 to 749	36.2	19.4	44.4	8.2	11.5	13.8	17.5	23.9	18.6
750 or more	49.0	20.1	30.9	5.1	14.8	30.2	29.9	30.1	19.5
Suburban	43.5	24.2	32.3	7.3	9.0	10.0	16.4	28.1	20.3
School level									
Elementary	46.6	27.6	25.8	3.4	4.3	6.3	15.7	27.6	11.8
Secondary	46.4	11.5	42.2	18.9	19.9	18.6	21.9	27.9	38.9
Combined	35.1	20.7	44.2	12.6	16.2	15.9	16.1	29.3	34.0
Minority enrollment									
Less than 20%	47.3	19.1	33.6	7.8	8.6	9.9	15.7	27.3	19.8
20% or more	29.9	42.4	27.7	5.7	10.5	10.7	19.0	31.0	22.3
School size									
Less than 150	47.6	31.1	21.3	6.9	7.2	9.3	12.3	22.1	16.5
150 to 499	40.5	21.2	38.3	6.5	8.1	8.2	17.1	29.1	21.1
500 to 749	44.1	21.7	34.1	8.0	9.7	10.4	28.0	42.1	26.4
750 or more	38.8	6.4	54.9	14.9	25.6	27.4	19.8	38.0	30.0
Rural–small city	46.6	27.9	25.5	4.4	8.0	11.4	20.4	24.1	20.2
School level									
Elementary	48.8	31.5	19.7	3.5	5.1	4.5	16.5	26.7	16.8
Secondary	46.3	15.8	37.9	8.4	15.0	23.9	17.1	15.6	27.2
Combined	43.0	24.4	32.7	5.2	11.5	20.4	28.0	21.5	24.5
Minority enrollment									
Less than 20%	47.0	26.3	26.7	4.9	8.6	11.2	20.9	23.9	19.4
20% or more	44.1	37.8	18.0	1.3	4.8	12.9	17.8	24.9	25.4
School size									
Less than 150	51.2	32.3	16.5	3.4	6.4	10.5	19.0	21.2	19.3
150 to 499	40.2	23.4	36.4	5.9	9.8	11.9	23.0	29.4	22.3
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and School Administrator Questionnaires).

Table 7.3—Average percentage of approved positions vacant and percentage distribution of public schools that had vacancies by difficulty in finding qualified applicants, by state: 1987–88

	Average percent positions vacant	Difficulty finding applicants		
		Not at all difficult	Generally difficult	Difficult in some fields
TOTAL	0.6	55.6	15.8	28.6
Alabama	0.2	60.0	20.8	19.2
Alaska	0.3	59.8	10.5	29.7
Arizona	1.5	51.7	17.4	30.9
Arkansas	1.1	48.6	19.7	31.7
California	0.4	53.9	18.5	27.6
Colorado	0.1	67.7	7.2	25.1
Connecticut	1.8	56.5	17.6	25.9
Delaware	—	47.5	22.0	30.5
Dist. of Columbia	—	13.8	57.8	28.4
Florida	0.2	36.9	18.9	44.2
Georgia	0.5	39.5	21.1	39.4
Hawaii	—	49.8	14.8	35.4
Idaho	0.2	56.8	16.7	26.6
Illinois	0.4	51.1	17.4	31.6
Indiana	0.4	66.0	11.3	22.7
Iowa	0.1	66.1	6.7	27.2
Kansas	0.3	61.9	14.5	23.6
Kentucky	1.2	56.9	16.7	26.3
Louisiana	0.7	31.7	39.5	28.8
Maine	0.6	37.3	22.1	40.6
Maryland	—	55.4	16.2	28.4
Massachusetts	0.3	47.5	16.7	35.9
Michigan	0.2	67.9	5.6	26.5
Minnesota	0.2	74.2	5.7	20.1
Mississippi	0.9	28.3	28.2	43.5
Missouri	0.1	66.3	9.8	23.9
Montana	0.5	72.1	8.3	19.6
Nebraska	0.1	70.3	8.5	21.2
Nevada	—	55.7	17.0	27.2
New Hampshire	1.4	36.2	22.6	41.2
New Jersey	0.8	49.2	23.2	27.6
New Mexico	0.7	49.2	16.5	34.3
New York	0.7	44.7	23.2	32.1
North Carolina	0.7	45.0	21.6	33.4
North Dakota	1.7	83.4	—	15.8

Table 7.3—Average percentage of approved positions vacant and percentage distribution of public schools that had vacancies by difficulty in finding qualified applicants, by state: 1987–88—continued

	Average percent positions vacant	Difficulty finding applicants		
		Not at all difficult	Generally difficult	Difficult in some fields
Ohio	0.3	67.8	10.6	21.6
Oklahoma	2.1	66.2	8.6	25.2
Oregon	0.1	67.9	8.3	23.7
Pennsylvania	1.2	63.3	11.0	25.7
Rhode Island	0.3	65.8	12.5	21.7
South Carolina	0.5	47.7	17.5	34.9
South Dakota	—	66.3	15.5	18.3
Tennessee	0.1	46.8	19.7	33.5
Texas	0.2	46.0	16.5	37.5
Utah	—	61.5	21.0	17.4
Vermont	1.8	55.1	19.7	25.2
Virginia	0.3	59.5	16.2	24.3
Washington	0.4	73.0	9.7	17.3
West Virginia	2.0	60.0	10.8	29.2
Wisconsin	0.3	74.7	6.6	18.7
Wyoming	0.1	76.6	—	20.8

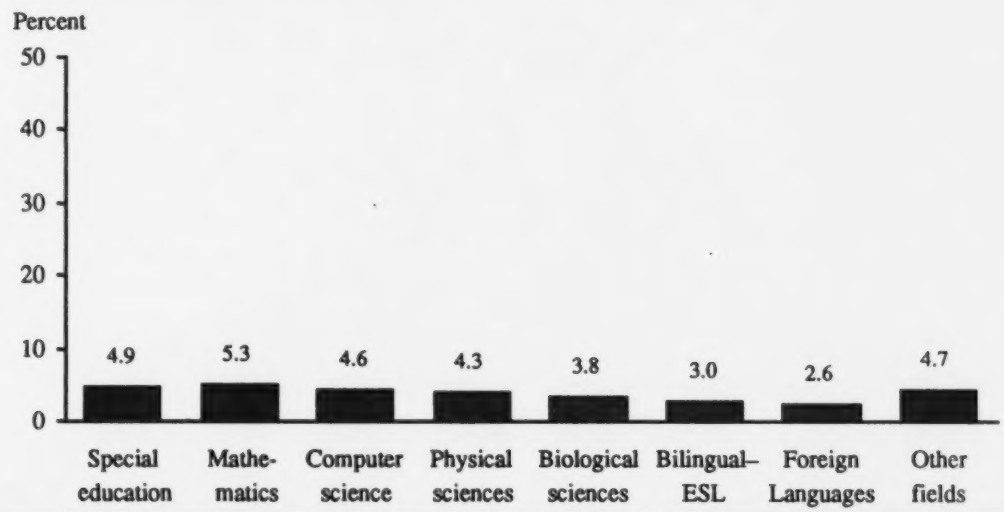
—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Administrator and Teacher Demand and Shortage Questionnaires).

Retraining to Deal with Teacher Shortages

Teacher shortages may be more acute in some teaching fields than in others. One way to learn whether teacher shortages occur within particular fields is to find out whether public school districts or private schools provide their current teaching staffs with opportunities to retrain in order to teach in fields of shortage. Twelve percent of public school districts and 14 percent of private schools provided free retraining to prepare staff members to teach in fields with current or anticipated shortages of teachers (table 7.4). Relatively few districts offered free retraining in any of the fields included in the survey: only 5 percent offered retraining in mathematics, 4 percent in the biological sciences, and 3 percent in bilingual education–ESL and foreign languages (figure 7.4).

Districts' likelihood of offering retraining varied by region, district size, the percentage of minority students enrolled, and the percentage of minority teachers on staff as well as by teaching field. Public school districts in the South were more likely to offer any free retraining than were districts in the Northeast and West (table 7.4), and they were more likely than districts in any other region to offer retraining in special education, math, and the physical and biological sciences. Southern districts were more likely than districts in the Midwest to offer retraining in computer science, bilingual education or ESL, and foreign languages. Larger districts were more likely to offer any free retraining than were smaller districts, although districts with 1,000 to 4,999 students were no more likely to offer any free retraining than were districts with fewer than 1,000 students. In particular teaching fields, differences among districts of different sizes were less systematic. Public districts with 20 percent or more minority students enrolled were more likely to offer retraining in all of the fields surveyed than were districts with less than 20 percent minority enrollment. Similarly, public districts with 10 percent or more minority teachers were more likely to offer free retraining in all fields surveyed than were public districts with less than 10 percent minority teachers.

Figure 7.4—Percentage of public school districts that offered retraining to prepare staff members to teach in fields with current or anticipated shortages, by field: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (Teacher Demand and Shortage Questionnaire).

Table 7.4—Percentage of public districts and private schools that provided free retraining to prepare staff members to teach in fields with current or anticipated shortages, by selected public school district and private school characteristics: 1987–88

	Any field	Special education	Math	Computer science	Physical science	Biol./Life science	Bilingual Ed./ESL	Foreign language	Other fields
PUBLIC DISTRICTS	11.7	4.9	5.3	4.6	4.3	3.8	3.0	2.6	4.7
Region									
Northeast	9.4	4.2	4.0	5.2	4.2	3.7	1.8	3.0	3.9
Midwest	7.2	2.6	2.7	2.8	2.5	2.2	1.1	1.2	3.9
South	18.8	10.2	10.9	7.6	7.9	7.5	4.9	5.3	5.1
West	15.0	4.0	5.0	4.2	3.5	3.1	6.0	2.0	6.9
District size									
Less than 1,000	9.7	3.2	3.1	4.0	2.8	2.4	1.9	1.7	5.1
1,000 to 4,999	12.3	6.1	7.1	5.3	5.4	5.2	3.8	3.6	3.7
5,000 to 9,999	16.8	7.9	7.6	4.8	6.5	5.8	3.6	3.3	5.3
10,000 or more	22.8	11.6	12.9	6.2	10.0	7.4	8.5	5.1	8.3
Minority enrollment									
Less than 20%	9.0	3.7	4.0	4.1	3.4	2.9	1.6	2.2	4.0
20% or more	19.8	8.6	9.2	6.5	7.1	6.6	7.2	4.0	6.8
Minority teachers									
Less than 10%	9.6	3.7	4.1	4.0	3.4	3.0	2.1	2.2	4.1
10% or more	23.0	11.3	11.7	8.2	9.2	8.2	7.9	4.9	7.9
PRIVATE SCHOOLS	13.7	3.9	6.2	7.5	4.7	4.1	1.0	2.9	5.3
Region									
Northeast	14.0	2.0	7.3	7.3	3.7	4.4	0.4	4.1	4.5
Midwest	9.4	2.3	4.2	5.4	4.2	2.9	0.6	1.6	3.8
South	15.5	6.4	7.1	9.2	5.9	5.2	1.6	3.3	4.5
West	18.1	6.0	7.0	8.7	5.1	3.9	1.7	2.7	10.5
School size									
Less than 150	15.1	4.9	5.9	8.6	5.0	4.4	1.1	3.0	5.8
150 to 499	12.5	3.4	6.8	6.7	4.7	4.0	0.9	3.0	4.5
500 to 749	14.4	2.1	4.8	8.1	3.5	4.0	—	1.9	9.1
750 or more	10.3	—	5.9	1.9	1.7	—	—	—	5.0
Minority enrollment									
Less than 20%	13.1	3.3	5.7	6.9	4.6	4.2	0.9	2.8	4.9
20% or more	15.1	5.6	7.7	9.1	5.0	4.0	1.4	3.4	6.1
Minority teachers									
Less than 10%	12.8	3.1	5.5	6.8	4.4	3.9	0.9	2.4	5.2
10% or more	16.8	7.0	9.0	10.0	6.1	5.4	1.5	5.2	5.3

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher Demand and Shortage Questionnaire).

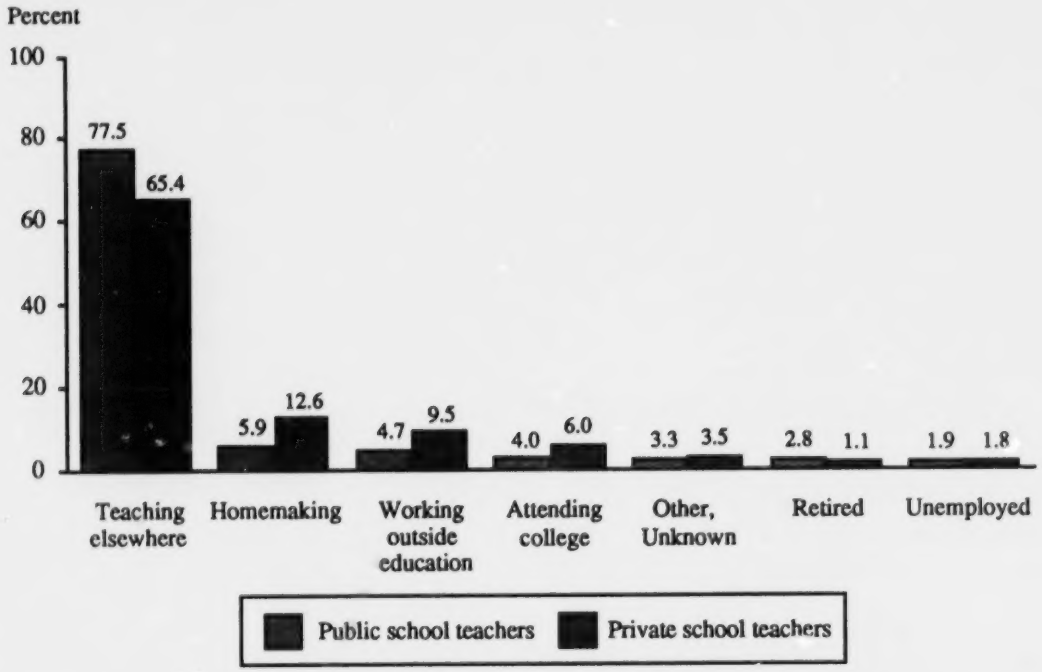
Source of Current Supply

Data from the 1987–88 SASS surveys provide information about what proportion of teaching staffs are new in various schools and communities across the country and where these new teachers came from. Eleven percent of the teachers in public and private schools in 1987–88 were newly hired by their schools, and 3 percent of schools' teaching staffs were first-time teachers (table 7.5). Private schools had greater percentages of newly hired teachers and first-time teachers on their staffs than did public schools: 17 percent of private schools' staffs were newly hired and 5 percent were first-time teachers, compared with 11 percent and 3 percent of public school's staffs, respectively. Within the public sector, elementary schools had greater percentages of newly hired and first-time teachers than did secondary schools. For example, among urban public schools, 12 percent of elementary schools' staffs were newly hired teachers and 3 percent were first-time teachers, whereas 10 percent and 2 percent of secondary schools' staffs were newly hired and first-time, respectively. Similarly, schools in which 20 percent or more of the enrolled students were minorities had greater percentages of newly hired or first time teachers than did schools in which less than 20 percent of the enrolled students were minorities.

Seventy-five percent of all experienced teachers who were newly hired in 1987–88 had been teaching elsewhere in the 1986–87 school year; 4 percent had been attending colleges or universities; 6 percent had been working in a field outside education; 7 percent had been homemaking; and the remainder had been unemployed, retired, or engaged in some other or unknown activity (table 7.5). Teachers in public schools were more likely than those in private schools to have moved from one teaching job to another between 1986–87 and 1987–88: 78 percent of newly hired, experienced teachers in public schools had taught in 1986–87, compared with 65 percent of newly hired, experienced teachers in private schools (figure 7.5).

Newly hired, experienced public school teachers were also more likely than their private school counterparts to have returned to teaching in 1987–88 from retirement, although re-entrants from retirement were relatively rare in both sectors (3 percent in public schools and 1 percent in private schools) (table 7.5). Newly hired, experienced private school teachers were more likely to have attended a college or university, to have worked in a field outside of education, or to have been homemaking in 1986–87 than were newly hired, experienced public school teachers. Among newly hired, experienced teachers in public schools, secondary school teachers were more likely than elementary school teachers to have been working outside of education during 1986–87, regardless of the type of community in which they worked. In suburban and rural–small city communities, newly hired, experienced teachers in elementary schools were more likely to have been homemaking in 1986–87 than were their counterparts at the secondary level.

Figure 7.5—Percentage distribution of newly hired, experienced teachers in public and private schools, by previous year's activity: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, School Questionnaire.

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Table 7.5–Percentage of full-time teachers who were newly hired and who were first-time teachers, and percentage distribution of newly hired, experienced teachers by 1986–87 main activity, by selected school characteristics, 1987–88

	Percent newly hired	Percent first-time teachers	1986–87 activities of newly hired experienced teachers						
			Teaching elsewhere	Attending college	Working outside ed	Home-making	Unemployed, seeking wk.	Retired/ on leave	Other/ unknown
TOTAL	11.3	3.1	74.7	4.4	5.8	7.4	1.9	2.4	3.3
PUBLIC	10.5	2.8	77.5	4.0	4.7	5.9	1.9	2.8	3.3
Urban	11.0	2.9	79.2	4.3	4.2	4.1	1.9	3.1	3.0
School level									
Elementary	11.9	3.2	78.9	4.2	3.4	4.4	2.1	3.4	3.5
Secondary	9.5	2.3	81.4	4.3	6.6	2.5	1.4	2.4	1.3
Combined	11.8	3.1	72.7	6.5	6.3	7.3	—	2.5	—
Minority enrollment									
less than 20%	9.8	2.0	78.6	3.5	3.8	5.5	2.3	2.4	3.9
20% or more	11.4	3.1	79.4	4.6	4.4	3.6	1.8	3.4	2.7
School size									
Less than 150	15.9	3.4	77.1	8.0	7.5	4.1	—	1.4	—
150 to 499	13.8	2.9	79.2	2.6	4.5	4.3	2.0	4.4	3.1
500 to 749	10.5	3.0	80.0	5.3	3.1	4.1	1.7	2.0	3.7
750 or more	10.1	2.8	78.8	5.0	4.6	3.9	2.2	3.1	2.4
Suburban	10.6	2.5	77.6	4.1	3.5	6.1	1.9	2.9	3.9
School level									
Elementary	12.8	2.9	76.8	4.5	2.3	7.2	1.9	2.9	4.4
Secondary	7.8	1.9	79.9	2.8	7.1	3.3	1.6	3.1	2.2
Combined	10.4	2.4	76.8	8.3	2.5	—	5.0	0.0	6.9
Minority enrollment									
Less than 20%	9.4	2.2	75.2	3.6	3.3	7.8	2.7	2.9	4.5
20% or more	12.8	3.1	81.6	5.0	3.9	3.3	0.5	2.9	2.8
School size									
Less than 150	9.1	2.4	—	—	—	—	—	—	—
150 to 499	11.9	2.6	76.6	3.5	2.3	7.2	2.8	2.9	4.7
500 to 749	10.2	2.3	76.2	4.7	3.2	7.4	1.0	3.6	3.8
750 or more	10.3	2.6	80.6	4.5	4.9	3.6	1.2	2.3	2.9
Rural–small city	10.0	2.8	76.7	3.7	5.3	6.6	2.0	2.6	3.2
School level									
Elementary	10.9	3.0	75.6	3.6	4.2	7.9	2.0	3.1	3.6
Secondary	8.6	2.5	79.1	4.1	7.9	3.7	1.7	1.6	1.9
Combined	9.9	3.4	78.0	3.5	5.9	5.3	2.3	1.6	3.4
Minority enrollment									
Less than 20%	9.2	2.6	76.4	3.5	5.5	6.6	1.7	2.8	3.6
20% or more	11.9	3.3	77.3	4.4	4.8	6.6	2.6	2.2	2.2
School size									
Less than 150	13.6	4.4	78.2	3.8	5.7	4.2	2.6	0.5	5.0
150 to 499	9.9	2.7	76.7	3.4	4.8	7.3	1.8	3.1	3.0
500 to 749	9.9	2.7	76.1	3.5	5.9	6.1	2.2	2.8	3.4
750 or more	9.7	2.8	76.6	5.4	6.1	6.2	1.8	1.8	2.1

Table 7.5–Percentage of full-time teachers who were newly hired and who were first-time teachers, and percentage distribution of newly hired, experienced teachers by 1986–87 main activity, by selected school characteristics, 1987–88—continued

	Percent newly hired	Percent first-time teachers	1986–87 activities of newly hired experienced teachers						
			Teaching elsewhere	Attending college	Working outside ed	Home-making	Unemployed, seeking wk.	Retired/ on leave	Other/ unknown
PRIVATE	17.1	5.2	65.4	6.0	9.5	12.6	1.8	1.1	3.5
Urban	17.2	4.9	66.0	7.5	9.6	11.9	1.4	0.7	3.0
School level									
Elementary	20.4	6.1	65.9	7.1	8.2	12.6	1.8	0.6	3.7
Secondary	12.9	3.4	71.6	8.3	12.2	7.4	—	—	—
Combined	14.8	4.0	62.9	8.0	12.3	12.4	1.0	1.1	2.3
Minority enrollment									
Less than 20%	15.2	3.9	65.2	8.6	8.6	12.0	1.8	0.8	2.9
20% or more	20.4	6.6	66.9	6.1	10.8	11.8	1.0	0.4	3.1
School size									
Less than 150	23.3	6.4	53.1	8.4	13.3	17.9	1.5	1.3	4.4
150 to 499	18.8	5.6	71.6	7.1	7.1	9.7	1.7	0.4	2.5
500 to 749	11.9	3.2	73.5	7.9	8.7	7.0	—	0.0	2.5
750 or more	11.1	3.1	71.5	5.6	15.3	7.3	—	—	0.0
Suburban	15.7	4.3	72.7	3.2	7.0	9.5	1.2	1.1	5.3
School level									
Elementary	17.6	4.5	71.7	2.0	6.9	11.6	1.4	0.7	5.7
Secondary	11.6	3.5	73.5	2.3	10.7	7.0	0.0	—	—
Combined	15.4	4.3	74.5	6.3	5.9	5.8	1.3	0.6	5.6
Minority enrollment									
Less than 20%	15.9	4.2	70.3	3.2	7.4	11.7	1.0	1.5	5.0
20% or more	14.9	4.4	81.1	3.2	5.7	1.8	2.0	—	6.2
School size									
Less than 150	21.5	5.7	71.3	2.7	5.2	9.3	2.0	2.5	6.9
150 to 499	15.5	4.3	74.5	3.1	8.1	10.1	0.5	0.4	3.3
500 to 749	14.7	3.9	69.9	5.8	5.8	7.4	0.0	—	11.2
750 or more	12.9	3.4	70.0	2.9	9.5	9.2	4.1	0.9	3.4
Rural–small city	18.3	6.4	60.4	6.1	11.0	15.4	2.7	1.5	2.9
School level									
Elementary	19.8	6.9	59.3	6.6	10.2	14.7	3.5	2.0	3.6
Secondary	13.3	5.6	73.9	5.3	12.0	5.4	0.0	1.8	1.6
Combined	18.2	6.0	59.5	5.1	12.3	18.7	1.9	0.5	1.9
Minority enrollment									
Less than 20%	17.8	6.4	59.3	6.2	11.3	16.5	2.7	1.4	2.7
20% or more	21.4	6.1	68.2	5.0	8.9	7.4	2.8	2.7	4.9
School size									
Less than 150	24.2	9.3	55.4	6.9	12.5	16.4	3.9	2.2	2.8
150 to 499	15.9	5.1	64.7	5.3	9.8	14.8	1.6	0.6	3.2
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

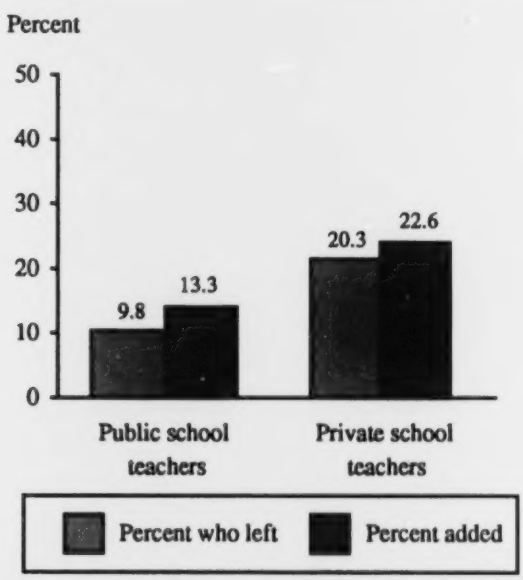
—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Teacher Turnover

In addition to whether teachers are available in numbers adequate to fill available teaching positions, one might also question the stability or mobility of teaching staffs—that is, whether schools experience significant turnover among their teaching staffs from year to year. In the 1987–88 SASS Survey, school administrators were asked how many teachers had left or how many had joined their schools' staffs between October 1986 and October 1987. On average, 13 percent of the teachers in a school in 1986–87 left their school's staff between October 1986 and October 1987, and the teachers who had been hired between October 1986 and October 1987 amounted to 16 percent of the average school's 1986 staff (table 7.6). The proportions of teachers that left and that joined schools' staffs were greater in the private sector than in the public: an average of 20 percent of teachers in private schools left their schools, and an average of 23 percent were added to schools' staffs between fall 1986 and 1987. However, in public schools, 10 percent of teachers left their schools, and 13 percent were added (figure 7.6).

Comparisons among public schools in different types of communities revealed only one difference: whereas the average urban public school had lost 11 percent of its 1986 teachers by the fall of 1987, the average suburban public school had lost 9 percent of its 1986 teachers (table 7.6). Among all schools and in the public sector among all community types, the proportions of teachers who had been added to schools' staffs since the previous year were greater than the proportions who had left schools' staffs.

Figure 7.6—Average percentage of public and private school teachers who left and who were added to their schools' staffs between October 1986 and October 1987: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, School Questionnaire.

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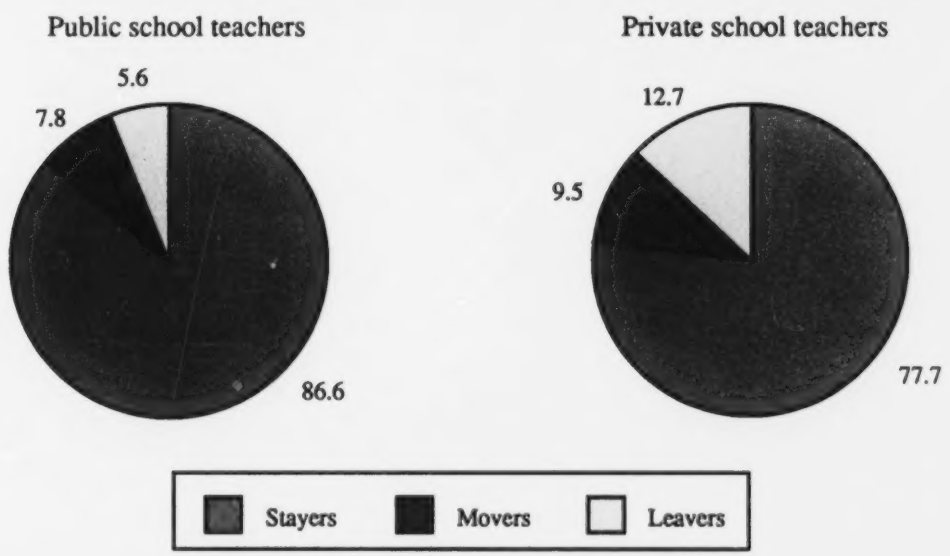
Stayers, Movers, and Leavers

Turnover rates, expressed as the proportions of teachers that leave or join a school's staff in a given year, do not indicate whether teachers are moving to other schools or are leaving the teaching profession to engage in other activities. This final section discusses the proportions of teachers who had stayed in their 1987–88 schools (stayers), moved to other schools (movers), or left the teaching profession (leavers) at the time of the Teacher Followup Survey in 1988–89. It also presents data relevant to issues such as whether teachers in some teaching fields were more likely to stay, move, or leave than were other teachers; the reasons why movers moved and leavers left; the kinds of schools to which movers moved; the extent to which the incomes of stayers, movers, and leavers changed between the base year and follow-up surveys; and whether stayers, movers, or leavers were more or less satisfied with various characteristics of their respective professions at the time of the follow-up survey.

In 1988–89, 94 percent of all 1987–88 teachers remained in teaching, and 6 percent had left the profession (table 7.7, figure 7.7). Among those who remained in teaching, 91 percent had not changed schools, and 9 percent had moved to another school. Private school teachers were more likely to leave the profession than were public school teachers: 13 percent of private school teachers left between 1987–88 and 1988–89, compared with 6 percent of public school teachers. Private school teachers were also more likely than public school teachers to change schools: 10 percent of private school teachers moved to another school, compared with 8 percent of their public school counterparts. The proportion of teachers who moved did not vary with community type in either sector. When teachers were classified among 18 teaching fields, the proportions of stayers, movers, and leavers did not vary among teaching fields in either the public or the private sector (table 7.8).

Figure 7.7—Percentage of 1987–88 public and private school teachers who stayed in their 1987–88 schools (stayers), moved to different schools (movers), or left teaching (leavers), by 1988–89: 1987–88 and 1988–89



SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

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Table 7.6—Average percentage of teachers who left (separations) and who were added (additions) to schools' staffs between October 1986 and October 1987, by selected school characteristics: 1987–88

	Separations	Additions
TOTAL	12.5	15.6
PUBLIC	9.8	13.3
Urban	10.6	14.8
School level		
Elementary	10.8	13.4
Secondary	9.6	18.8
Combined	12.8	18.4
Minority enrollment		
Less than 20%	9.9	13.4
20% or more	10.9	15.3
School size		
Less than 150	17.6	20.7
150 to 499	12.2	15.5
500 to 749	9.3	10.9
750 or more	8.7	17.1
Suburban	9.2	14.7
School level		
Elementary	9.8	17.1
Secondary	7.3	8.0
Combined	9.8	11.2
Minority enrollment		
Less than 20%	8.3	15.2
20% or more	10.9	13.7
School size		
Less than 150	9.4	10.0
150 to 499	10.3	16.9
500 to 749	7.8	15.6
750 or more	8.8	10.6
Rural–small city	9.7	12.3
School level		
Elementary	9.9	12.4
Secondary	8.7	11.7
Combined	11.5	12.7
Minority enrollment		
Less than 20%	9.3	11.0
20% or more	10.9	15.5
School size		
Less than 150	15.3	16.7
150 to 499	8.8	11.4
500 to 749	8.5	10.6
750 or more	8.6	13.3

Table 7.6—Average percentage of teachers who left (separations) and who were added (additions) to schools' staffs between October 1986 and October 1987, by selected school characteristics: 1987–88—continued

	Separations	Additions
PRIVATE	20.3	22.6
Urban	20.7	23.2
School level		
Elementary	22.6	23.9
Secondary	14.9	14.2
Combined	18.4	26.3
Minority enrollment		
Less than 20%	19.4	22.3
20% or more	22.4	24.4
School size		
Less than 150	23.3	27.9
150 to 499	20.2	21.6
500 to 749	13.5	13.2
750 or more	11.9	12.4
Suburban	17.8	20.1
School level		
Elementary	18.9	21.2
Secondary	12.9	14.3
Combined	16.8	19.2
Minority enrollment		
Less than 20%	17.3	19.4
20% or more	19.5	22.1
School size		
Less than 150	21.1	24.3
150 to 499	16.0	17.9
500 to 749	14.5	15.7
750 or more	12.2	12.6
Rural–small city	21.1	23.3
School level		
Elementary	21.2	22.4
Secondary	17.2	15.6
Combined	21.7	26.5
Minority enrollment		
Less than 20%	21.2	23.6
20% or more	20.5	20.7
School size		
Less than 150	23.9	26.4
150 to 499	15.8	17.4
500 to 749	—	—
750 or more	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Table 7.7—Percentage of 1987–88 teachers who were still teaching in 1988–89; of those still teaching, percentage who stayed in the same school and who changed schools; and percentage of 1987–88 teachers who remained in their schools (stayers), changed schools (movers), or left teaching (leavers), by selected school characteristics: 1988–89

	Still teaching	Of those still teaching		Leavers	Stayers	Movers
		Stayers	Movers			
TOTAL	93.6	91.4	8.6	6.4	85.6	8.0
PUBLIC	94.4	91.7	8.3	5.6	86.6	7.8
Urban	95.0	90.2	9.8	5.0	85.6	9.3
School level						
Elementary	94.5	89.0	11.0	5.5	84.1	10.4
Secondary	95.6	91.4	8.6	4.4	87.4	8.2
Combined	96.6	96.2	3.8	3.4	92.9	3.7
Minority enrollment						
Less than 20%	94.5	90.8	9.2	5.5	85.8	8.7
20% or more	95.1	90.0	10.0	4.9	85.6	9.5
School size						
Less than 150	96.6	—	—	3.4	75.8	20.8
150 to 499	95.9	89.9	10.1	4.1	86.2	9.7
500 to 749	93.0	89.4	10.6	7.0	83.1	9.9
750 or more	95.5	91.1	8.9	4.5	87.0	8.5
Suburban	94.7	93.0	7.0	5.3	88.1	6.6
School level						
Elementary	94.9	92.1	7.9	5.1	87.3	7.5
Secondary	94.7	94.2	5.8	5.3	89.2	5.5
Combined	91.9	—	—	8.1	88.1	3.8
Minority enrollment						
Less than 20%	94.7	94.1	5.9	5.3	89.1	5.6
20% or more	94.8	90.7	9.3	5.2	85.9	8.8
School size						
Less than 150	—	—	—	—	—	—
150 to 499	93.0	93.8	6.2	7.0	87.2	5.7
500 to 749	95.9	92.0	8.0	4.1	88.2	7.7
750 or more	95.1	93.0	7.0	4.9	88.5	6.6
Rural–small city	94.5	92.0	8.0	5.5	87.0	7.5
School level						
Elementary	95.0	91.0	9.0	5.0	86.5	8.5
Secondary	94.1	93.5	6.5	5.9	88.0	6.1
Combined	92.3	93.0	7.0	7.7	85.8	6.5
Minority enrollment						
Less than 20%	94.6	92.0	8.0	5.4	86.9	7.6
20% or more	94.4	92.3	7.7	5.6	87.1	7.3
School size						
Less than 150	95.5	90.3	9.7	4.5	86.2	9.2
150 to 499	94.5	91.1	8.9	5.5	86.1	8.4
500 to 749	94.2	93.5	6.5	5.8	88.1	6.1
750 or more	94.5	93.0	7.0	5.5	87.9	6.6

Table 7.7—Percentage of 1987–88 teachers who were still teaching in 1988–89; of those still teaching, percentage who stayed in the same school and who changed schools; and percentage of 1987–88 teachers who remained in their schools (stayers), changed schools (movers), or left teaching (leavers), by selected school characteristics: 1988–89—continued

	Still teaching	Of those still teaching				
		Stayers	Movers	Leavers	Stayers	Movers
PRIVATE	87.3	89.1	10.9	12.7	77.7	9.5
Urban	86.7	89.3	10.7	13.3	77.3	9.3
School level						
Elementary	88.1	86.1	13.9	11.9	75.7	12.2
Secondary	83.4	92.4	7.6	16.6	77.0	6.4
Combined	86.6	94.1	5.9	13.4	81.4	5.1
Minority enrollment						
Less than 20%	88.1	91.2	8.8	11.9	80.3	7.7
20% or more	83.7	85.3	14.7	16.3	71.3	12.3
School size						
Less than 150	85.0	83.4	16.6	15.0	70.9	14.2
150 to 499	86.6	87.6	12.4	13.4	75.7	10.7
500 to 749	91.1	93.3	6.7	8.9	85.1	6.1
750 or more	83.5	97.4	2.6	16.5	81.3	2.2
Suburban	89.9	91.8	8.2	10.1	82.6	7.4
School level						
Elementary	90.0	92.5	7.5	10.0	83.3	6.8
Secondary	92.0	91.1	8.9	8.0	83.8	8.2
Combined	88.6	91.3	8.7	11.4	80.8	7.7
Minority enrollment						
Less than 20%	91.1	92.4	7.6	8.9	84.2	6.9
20% or more	85.1	89.4	10.6	14.9	76.1	9.0
School size						
Less than 150	81.6	83.8	16.2	18.4	68.4	13.2
150 to 499	91.5	93.1	6.9	8.5	85.2	6.4
500 to 749	94.3	95.4	4.6	5.7	90.0	4.3
750 or more	88.6	91.2	8.8	11.4	80.8	7.8
Rural–small city	84.9	86.0	14.0	15.1	73.0	11.9
School level						
Elementary	85.9	85.3	14.7	14.1	73.3	12.7
Secondary	93.7	93.1	6.9	6.3	87.2	6.5
Combined	76.1	81.4	18.6	23.9	61.9	14.2
Minority enrollment						
Less than 20%	85.4	87.8	12.2	14.6	75.0	10.4
20% or more	81.0	72.0	28.0	19.0	58.3	22.6
School size						
Less than 150	77.0	75.3	24.7	23.0	58.0	19.0
150 to 499	89.1	90.7	9.3	10.9	80.7	8.3
500 to 749	—	—	—	—	—	—
750 or more	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire) and Teacher Followup Survey, 1988–89.

Table 7.8—Percentages of teachers who were teaching in 1987–88 who were still teaching in 1988–89; percentages of those who stayed in the same school or changed schools; and percentage who left teaching by sector, by teaching field: 1988–89

	Public				Private			
	Still teaching	Of those still teaching			Still teaching	Of those still teaching		
		Stayers	Movers	Leavers		Stayers	Movers	Leavers
TOTAL	94.4	91.7	8.3	5.6	87.3	89.1	10.9	12.7
Kindergarten	96.9	93.6	6.4	3.1	89.5	90.9	9.1	10.5
General elementary	94.4	90.5	9.5	5.6	88.1	86.4	13.6	11.9
Basic skills/remedial	97.0	88.8	11.2	3.0	—	—	—	—
Gifted	95.5	93.5	6.5	4.5	—	—	—	—
Bilingual/ESL	91.9	85.1	14.9	8.1	—	—	—	—
English/language arts	92.4	93.3	6.7	7.6	83.2	91.1	8.9	16.8
Math/computer science	94.6	93.4	6.6	5.4	86.3	88.2	11.8	13.7
Foreign language	95.4	94.9	5.1	4.6	81.8	95.5	4.5	18.2
Social studies	95.0	95.1	4.9	5.0	91.6	94.6	5.4	8.4
Science	94.6	94.4	5.6	5.4	90.8	90.4	9.6	9.2
Other special areas	95.6	92.0	8.0	4.4	87.8	90.1	9.9	12.2
Mentally retarded	87.4	86.4	13.6	12.6	—	—	—	—
Emotionally disturbed	94.7	84.3	15.7	5.3	—	—	—	—
Learning disabled	95.7	86.5	13.5	4.3	92.4	—	—	7.6
Speech/hearing impaired	85.8	83.4	16.6	14.2	—	—	—	—
Other special education	94.1	89.5	10.5	5.9	—	—	—	—
Vocational education	93.3	97.4	2.6	6.7	—	—	—	—
All others	94.5	88.8	11.2	5.5	68.4	—	—	31.6

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

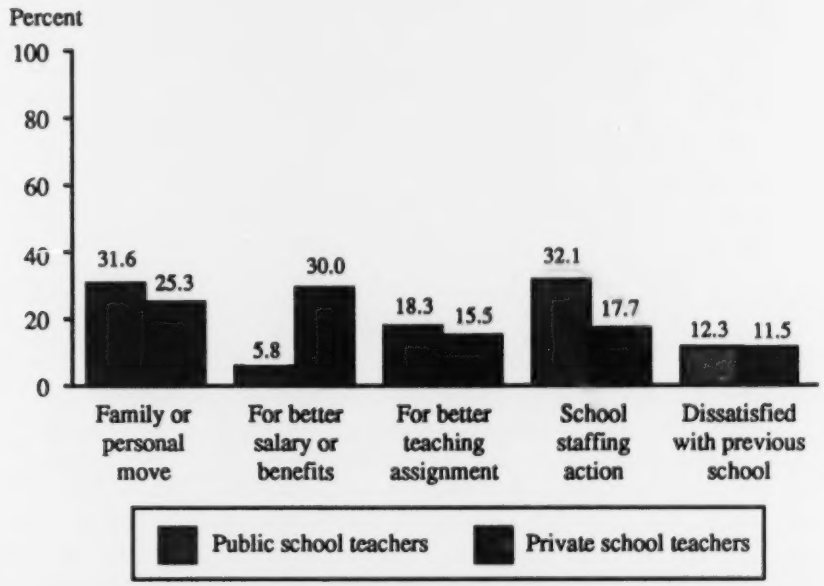
146

Reasons for Moving

Public and private school teachers differed in their reported primary reasons for moving as well.[19] Public school teachers were more likely to indicate that they changed schools because of family or personal moves or school staffing actions (reduction-in-force, lay-off, school closing, school reorganization, or reassignment) than because they wanted better teaching assignments, were dissatisfied with their previous schools, or wanted to improve their salaries or benefits (figure 7.8).

In contrast, private school teachers were more likely to indicated that they moved to improve their salaries or benefits than because of school staffing actions, desires for better assignments, or dissatisfaction with their previous schools (table 7.9). Within the public sector, teachers in rural–small city schools were more likely to make a family or personal move or to move in order to improve their salaries or benefits than were teachers in urban schools. In addition, teachers in urban schools were more likely than teachers in rural–small city schools to move because of dissatisfaction with their old schools.

Figure 7.8—Percentage distribution of teachers who changed schools (movers) between 1987–88 and 1988–89 school sector in 1987–88 and primary reason for moving: 1987–88 and 1988–89



SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

[19] Teachers were asked to select from a list of five reasons for moving their main, second, and third reasons. Table 7.9 presents data concerning teachers' main reasons, but not their second or third reasons.

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Table 7.9—Percentage of teachers who changed schools (movers) and percentage distribution of movers by main reason for moving, by selected school characteristics: 1988–89

		Reason for moving				
	Movers	Family/ personal	Salary/ benefits	Better assignment	Schl. staffing action	Dissatisf. previous schl.
TOTAL	8.0	30.7	9.1	17.9	30.1	12.2
PUBLIC	7.8	31.6	5.8	18.3	32.1	12.3
Urban	9.3	23.3	2.8	19.3	36.3	18.4
School level						
Elementary	10.4	28.7	1.1	18.2	30.1	21.9
Secondary	8.2	12.2	6.5	18.9	50.8	11.6
Combined	3.7	—	—	—	—	—
Minority enrollment						
Less than 20%	8.7	19.2	0.8	17.6	48.3	14.0
20% or more	9.5	24.5	3.4	19.7	32.7	19.6
School size						
Less than 150	20.8	—	—	—	—	—
150 to 499	9.7	23.4	—	23.8	35.0	15.4
500 to 749	9.9	32.2	—	13.2	37.1	16.3
750 or more	8.5	17.1	4.2	17.7	38.7	22.2
Suburban	6.6	26.7	3.2	19.1	38.2	12.8
School level						
Elementary	7.5	30.0	2.1	20.8	36.0	11.1
Secondary	5.5	21.0	3.8	13.6	44.4	17.2
Combined	3.8	—	—	—	—	—
Minority enrollment						
Less than 20%	5.6	19.7	4.1	20.9	43.6	11.7
20% or more	8.8	35.6	2.1	16.8	31.2	14.3
School size						
Less than 150	—	—	—	—	—	—
150 to 499	5.7	16.6	4.1	21.1	43.5	14.7
500 to 749	7.7	35.9	2.4	16.4	37.8	7.5
750 or more	6.6	26.3	1.9	19.9	35.9	16.0
Rural–small city	7.5	38.3	7.6	17.6	28.2	8.3
School level						
Elementary	8.5	39.7	6.6	17.5	28.3	7.9
Secondary	6.1	35.3	6.6	18.4	30.7	9.0
Combined	6.5	33.5	22.9	16.2	16.7	10.7
Minority enrollment						
Less than 20%	7.6	34.1	8.2	19.4	30.2	8.1
20% or more	7.3	47.0	6.3	13.9	24.1	8.8
School size						
Less than 150	9.2	25.8	7.2	18.9	33.3	14.7
150 to 499	8.4	45.4	8.0	16.2	23.8	6.6
500 to 749	6.1	33.2	7.5	20.1	31.5	7.7
750 or more	6.6	28.0	6.5	18.3	35.6	11.7

Table 7.9—Percentage of teachers who changed schools (movers) and percentage distribution of movers by main reason for moving, by selected school characteristics: 1988–89—continued

	Movers	Reason for moving				
		Family/ personal	Salary/ benefits	Better assignment	Schl. staffing action	Dissatisf. previous schl.
PRIVATE	9.5	25.3	30.0	15.5	17.7	11.5
Urban	9.3	20.5	33.7	9.8	20.6	15.4
School level						
Elementary	12.2	22.6	33.4	8.4	21.9	13.6
Secondary	6.4	—	—	—	—	—
Combined	5.1	24.1	42.6	—	14.8	16.5
Minority enrollment						
Less than 20%	7.7	21.8	30.0	9.8	26.4	12.0
20% or more	12.3	18.8	38.5	9.9	13.2	19.6
School size						
Less than 150	14.2	28.9	38.4	8.3	12.7	11.7
150 to 499	10.7	17.2	36.4	8.9	24.2	13.3
500 to 749	6.1	—	—	—	—	—
750 or more	2.2	—	—	—	—	—
Suburban	7.4	26.3	33.3	16.4	7.1	16.8
School level						
Elementary	6.8	22.1	45.4	17.9	—	12.6
Secondary	8.2	—	—	—	—	—
Combined	7.7	21.9	25.3	16.3	8.3	28.2
Minority enrollment						
Less than 20%	6.9	29.0	35.8	19.9	8.4	6.9
20% or more	9.0	—	—	—	—	—
School size						
Less than 150	13.2	22.9	21.4	25.0	11.5	19.3
150 to 499	6.4	18.6	46.1	15.5	0.0	19.8
500 to 749	4.3	—	—	—	—	—
750 or more	7.8	—	—	—	—	—
Rural–small city	11.9	22.6	22.8	24.4	24.0	6.3
School level						
Elementary	12.7	21.1	27.5	16.8	30.8	3.8
Secondary	6.5	—	—	—	—	—
Combined	14.2	24.9	15.7	40.5	11.3	7.5
Minority enrollment						
Less than 20%	10.4	24.3	23.8	15.1	28.8	8.0
20% or more	22.6	16.4	19.0	57.5	7.0	—
School size						
Less than 150	19.0	20.0	14.0	29.0	33.0	4.0
150 to 499	8.3	24.6	31.9	20.3	12.9	10.3
500 to 749	—	—	—	—	—	—
750 or more	—	—	—	—	—	—

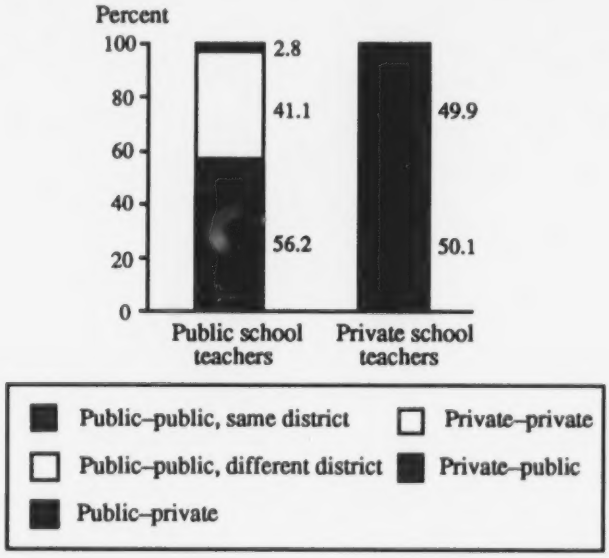
—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire) and Teacher Followup Survey, 1988–89.

Types of Moves

It is interesting to note the kinds of schools to which teachers moved. Public school teachers who moved were far more likely to choose a public school than a private school as their new place of work (table 7.10, figure 7.9). In 1988–89, 56 percent of public school teachers who moved went to another school in the same district where they had worked during 1987–88; 41 percent went to a public school in another district; and 3 percent went to private schools. In contrast, one-half of private school movers obtained positions in public schools, and the same proportion stayed in the private sector. Among public school movers, teachers in rural–small city schools were more likely than their counterparts in urban or suburban schools to move to a public school in another school district.

Figure 7.9—Percentage distribution of teachers who changed schools (movers), by sector in 1987-88 and type of move: 1987–88 and 1988–89



SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

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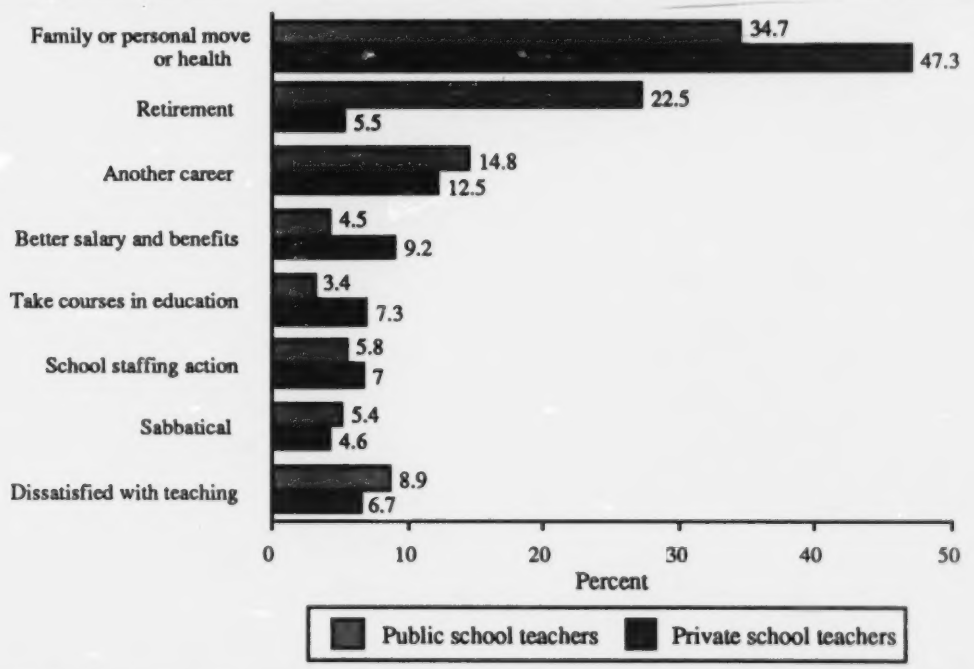
Reasons for Leaving Teaching

The reasons why teachers leave teaching altogether are also of interest.[20] Understanding why teachers leave the profession may help policymakers improve the working conditions of teachers or make other changes that will encourage talented people both to become teachers and to remain in the profession. Teachers were more likely to report leaving teaching because of a family or personal move or because of their health than for any of the other reasons included in the survey—38 percent of leavers left for such reasons (table 7.11). The next most common reason for leaving was retirement, which accounted for 19 percent of the leavers. Fourteen percent of teachers left to pursue careers outside of education, 8 percent because they were dissatisfied with teaching, 6 percent because of school staffing policies, 6 percent to obtain better salaries or benefits, 5 percent to take a sabbatical, and 4 percent to obtain the education necessary to pursue another career in education. Private school teachers were more likely to leave teaching and were more likely to leave for a family or personal move or for health reasons than were public school teachers (figure 7.10). Nearly one-half (47 percent) of private school leavers left to make a family or personal move or for health reasons, compared with 35 percent of public school leavers. Private school leavers were also more likely than their public school counterparts to leave to obtain better salaries, benefits, or to pursue other careers in education by taking courses. Public school leavers were more likely than those in private school to have retired: 23 percent of public school leavers retired, compared with 6 percent of private school leavers.

Figure 7.10—Percentage distribution of public and private school teachers who left teaching (leavers), by main reason for leaving: 1987–88 and 1988–89



SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

[20] Like movers, leavers were asked to provide three reasons for leaving the profession. Table 7.11 presents estimates of the proportions of teachers who chose various reasons for leaving as their primary reasons, but not their secondary or tertiary ones.

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Table 7.10—Percentage of teachers who changed schools (movers) and percentage distribution of movers by type of move, by selected characteristics of 1987–88 schools: 1988–89

	Public-public same district	Public-public different district	Public to private
PUBLIC	56.2	41.1	2.8
Urban	71.6	26.0	2.3
School level			
Elementary	69.3	28.6	2.1
Secondary	78.0	19.3	—
Combined	—	—	—
Minority enrollment			
Less than 20%	82.6	17.1	—
20% or more	68.4	28.7	2.9
School size			
Less than 150	—	—	—
150 to 499	78.5	20.5	1.0
500 to 749	70.0	29.3	—
750 or more	69.1	26.7	4.2
Suburban	65.9	30.9	3.2
School level			
Elementary	65.8	32.6	1.6
Secondary	65.8	29.1	5.1
Combined	—	—	—
Minority enrollment			
Less than 20%	69.2	28.6	2.2
20% or more	61.6	33.8	4.6
School size			
Less than 150	—	—	—
150 to 499	68.8	31.2	0.0
500 to 749	65.0	30.7	4.3
750 or more	65.4	31.5	3.1
Rural–small city	44.1	53.4	2.5
School level			
Elementary	50.1	47.6	2.3
Secondary	30.9	67.1	2.0
Combined	23.8	69.1	7.1
Minority enrollment			
Less than 20%	47.9	49.9	2.2
20% or more	36.2	60.6	3.3
School size			
Less than 150	37.9	54.5	7.6
150 to 499	43.0	55.5	1.4
500 to 749	47.1	48.8	4.1
750 or more	47.0	51.7	1.3

Table 7.10—Percentage of teachers who changed schools (movers) and percentage distribution of movers by type of move, by selected characteristics of 1987–88 schools: 1987–88 and 1988–89—continued

	Private to public	Private to private
PRIVATE	49.9	50.1
Urban	45.1	54.9
School level		
Elementary	43.4	56.6
Secondary	—	—
Combined	45.4	54.6
Minority enrollment		
Less than 20%	40.7	59.3
20% or more	50.6	49.4
School size		
Less than 150	49.0	51.0
150 to 499	45.4	54.6
500 to 749	—	—
750 or more	—	—
Suburban	56.9	43.1
School level		
Elementary	54.6	45.4
Secondary	—	—
Combined	64.9	35.1
Minority enrollment		
Less than 20%	56.7	43.3
20% or more	—	—
School size		
Less than 150	48.7	51.3
150 to 499	63.2	36.8
500 to 749	—	—
750 or more	—	—
Rural–small city	50.6	49.4
School level		
Elementary	36.6	63.4
Secondary	—	—
Combined	84.5	15.5
Minority enrollment		
Less than 20%	43.1	56.9
20% or more	76.2	23.8
School size		
Less than 150	52.1	47.9
150 to 499	47.4	52.6
500 to 749	—	—
750 or more	—	—

—Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire) and Teacher Followup Survey, 1988-89.

Table 7.11—Percentage of teachers who left teaching (leavers) and percentage distribution of leavers by main reason for leaving, and by selected school characteristics: 1987–88 and 1988–89

		Reason for leaving							
	Leavers	Personal/ health	Retire	Pursue another career/ed.	Better salary or benefits	Courses for ed. career	School staffing action	Take sabbatical	Dissatis. with teaching
TOTAL	6.4	37.6	18.6	14.3	5.6	4.3	6.1	5.2	8.4
PUBLIC	5.6	34.7	22.5	14.8	4.5	3.4	5.8	5.4	8.9
Urban	5.0	31.0	20.8	15.2	5.1	2.8	3.5	12.4	9.2
School level									
Elementary	5.5	35.8	19.3	15.9	2.0	2.5	2.6	15.1	6.8
Secondary	4.4	19.3	24.5	14.8	12.1	3.4	5.8	7.9	12.2
Combined	3.4	—	—	—	—	—	—	—	—
Minority enrollment									
Less than 20%	5.5	52.1	19.2	11.2	3.0	1.7	1.2	3.7	8.0
20% or more	4.9	23.3	21.4	16.7	5.8	3.2	4.4	15.6	9.6
School size									
Less than 150	3.4	—	—	—	—	—	—	—	—
150 to 499	4.1	28.4	38.9	7.8	—	7.1	4.7	4.7	6.6
500 to 749	7.0	40.5	15.9	7.0	—	—	2.2	25.5	7.5
750 or more	4.5	24.0	17.3	25.8	10.0	2.8	3.8	5.0	11.3
Suburban	5.3	38.9	15.3	17.8	5.2	3.4	9.2	4.2	6.0
School level									
Elementary	5.1	56.1	16.0	5.8	2.2	4.1	5.5	5.5	4.8
Secondary	5.3	16.7	15.7	28.8	10.5	2.7	14.5	2.6	8.6
Combined	8.1	—	—	—	—	—	—	—	—
Minority enrollment									
Less than 20%	5.3	38.1	14.5	17.7	6.3	4.2	9.5	4.0	5.8
20% or more	5.2	40.5	17.2	17.9	3.1	1.8	8.4	4.6	6.6
School size									
Less than 150	—	—	—	—	—	—	—	—	—
150 to 499	7.0	50.8	16.0	13.8	3.7	—	5.5	3.9	4.5
500 to 749	4.1	50.0	18.3	12.8	—	4.8	—	—	7.8
750 or more	4.9	21.4	13.5	25.2	8.6	4.2	15.4	5.0	6.8
Rural–small city	5.5	32.8	24.6	16.2	4.6	3.8	5.8	3.6	8.6
School level									
Elementary	5.0	36.9	29.2	11.9	3.3	3.2	3.4	4.6	7.5
Secondary	5.9	27.6	15.7	22.9	6.9	5.1	8.6	2.3	10.9
Combined	7.7	31.2	36.7	12.0	2.1	2.0	7.5	3.7	4.7
Minority enrollment									
Less than 20%	5.4	36.6	23.5	12.7	3.4	3.7	6.2	4.1	9.9
20% or more	5.6	24.3	27.3	23.9	7.2	4.2	4.7	2.6	5.7
School size									
Less than 150	4.5	48.0	13.1	11.9	8.1	1.6	5.5	3.5	8.3
150 to 499	5.5	33.6	29.1	10.7	3.1	4.3	7.3	3.3	8.7
500 to 749	5.8	33.6	25.8	18.6	3.5	3.4	4.4	4.1	6.6
750 or more	5.5	25.8	16.2	26.7	8.5	3.8	4.2	3.8	11.0

Table 7.11—Percentage of teachers who left teaching (leavers) and percentage distribution of leavers by main reason for leaving, and by selected school characteristics: 1987–88 and 1988–89—continued

		Reason for leaving							
	Leavers	Personal/ health	Retire	Pursue another career/ed.	Better salary or benefits	Courses for ed. career	School staffing action	Take sabbatical	Dissatis. with teaching
PRIVATE	12.7	47.3	5.5	12.5	9.2	7.3	7.0	4.6	6.7
Urban	13.3	43.2	3.3	17.7	8.3	8.6	7.1	6.0	5.9
School level									
Elementary	11.9	39.5	3.8	14.5	14.3	13.3	4.9	2.5	7.1
Secondary	16.6	27.3	3.9	29.3	3.3	4.2	7.6	16.8	7.6
Combined	13.4	70.2	—	10.2	—	4.0	10.9	0.0	1.4
Minority enrollment									
Less than 20%	11.9	44.3	4.0	14.2	3.9	11.4	5.5	8.0	8.7
20% or more	16.3	41.6	2.2	22.8	14.7	4.5	9.4	3.0	—
School size									
Less than 150	15.0	31.5	—	33.9	6.5	2.7	19.9	4.5	—
150 to 499	13.4	46.0	3.7	11.1	8.6	12.1	2.2	8.8	7.6
500 to 749	8.9	—	—	—	—	—	—	—	—
750 or more	16.5	—	—	—	—	—	—	—	—
Suburban	10.1	46.4	9.1	8.8	7.5	6.3	9.3	3.0	9.8
School level									
Elementary	10.0	43.6	8.7	15.3	9.7	9.4	5.8	—	6.5
Secondary	8.0	—	—	—	—	—	—	—	—
Combined	11.4	57.0	—	—	—	—	10.8	6.7	—
Minority enrollment									
Less than 20%	8.9	47.4	6.0	8.4	8.4	8.8	13.0	2.0	5.9
20% or more	14.9	—	—	—	—	—	—	—	—
School size									
Less than 150	18.4	45.0	—	13.4	6.0	—	14.5	—	—
150 to 499	8.5	31.2	14.6	8.8	11.2	7.8	11.5	6.6	8.1
500 to 749	5.7	—	—	—	—	—	—	—	—
750 or more	11.4	—	—	—	—	—	—	—	—
Rural–small city	15.1	56.4	6.2	8.1	10.4	6.6	5.3	3.0	3.9
School level									
Elementary	14.1	59.5	6.9	8.0	10.9	4.3	6.0	1.4	2.9
Secondary	6.3	36.7	—	7.2	31.4	6.5	—	—	11.1
Combined	23.9	56.3	6.4	8.4	5.5	9.5	4.2	—	3.9
Minority enrollment									
Less than 20%	14.6	53.3	7.2	8.9	11.1	5.5	6.0	3.6	4.4
20% or more	19.0	—	—	—	—	—	—	—	—
School size									
Less than 150	23.0	63.9	3.7	7.9	5.9	5.5	6.7	3.9	2.5
150 to 499	10.9	42.5	10.7	9.9	16.3	8.6	4.7	—	6.5
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

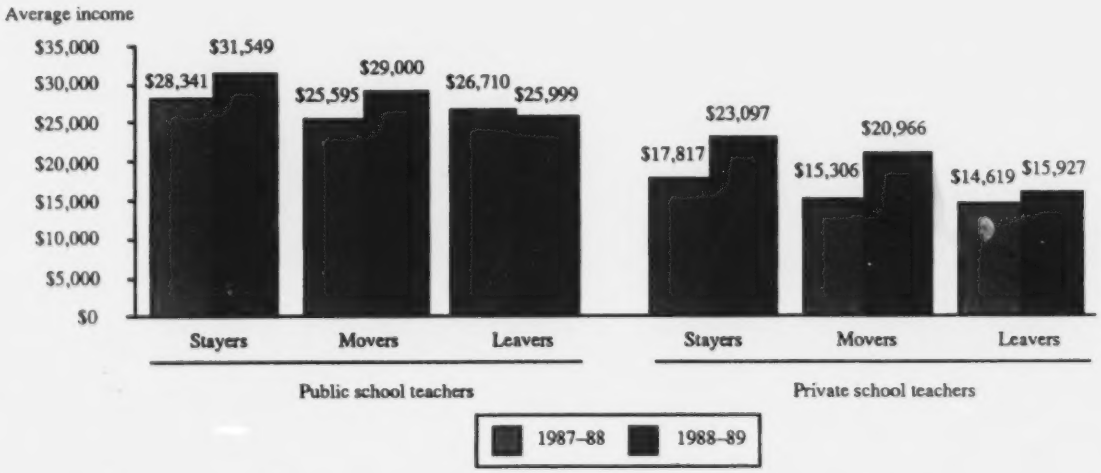
—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire) and Teacher Followup Survey, 1988–89.

Incomes of Stayers, Movers, and Leavers

In recent years, educators and policymakers have argued that, along with other reforms of schools and teaching, increasing teachers' salaries will attract more high-achieving college students and graduates to the profession and will encourage already practicing teachers to continue.[21] Data from the Teacher Followup Survey permits comparisons of various measures of teacher compensation among stayers, movers, and employed leavers both before and after they decided to change schools or professions. Movers and employed leavers had similar total incomes in 1987–88, but both had lower incomes than stayers. Public school movers and employed leavers earned average incomes of $25,595 and $26,710, respectively, in 1987–88, compared with approximately $28,341 for stayers (table 7.12, figure 7.11).[22] In 1988–89, public school stayers earned an average of $31,549, whereas employed leavers earned an average of $25,999. Also in 1988–89, public school stayers received, on average, higher base salaries and total school incomes than did movers, although, on average, movers' total earned income did not differ from that of stayers or employed leavers. In the private sector, stayers earned more than both movers and employed leavers in 1987–88: stayers' total earned incomes averaged $17,817, compared with averages of $15,306 among movers and $14,619 among employed leavers. In 1988–89, however, both stayers and movers earned more than employed leavers. Private school stayers and movers earned averages of $23,097 and $20,966, respectively, compared with employed leavers' average income of $15,927.

Figure 7.11—Average 1987–88 and 1988–89 total income for public and private school teachers who were stayers, movers, and leavers: 1987–88 and 1988–89



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, Teacher Questionnaire, and Teacher Followup Survey, 1988–89.

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[21] Carnegie Forum on Education and the Economy, *A Nation Prepared: Teachers for the 21st Century, The Report of the Task Force on Teaching as a Profession* (New York: The Carnegie Corporation, 1986); The Holmes Group, *Tomorrow's Teachers: A Report of the Holmes Group* (East Lansing, MI: Michigan State University, 1986).

[22] With more sophisticated statistical techniques one could determine whether, for example, the differences between the incomes of movers, stayers, and leavers reflect differences in these teachers' age or amount of teaching experience rather than true differences in their schools' salary structures.

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Table 7.12—Average income of stayers, movers, and leavers, by sources of income: 1987–88 and 1988–89

	1987–88			1988–89		
	Average base salary	Average total school income	Average total income	Average base salary	Average total school income	Average total income
PUBLIC						
Stayers	$26,033	$27,145	$28,341	$28,132	$29,271	$31,549
Movers	23,415	24,221	25,595	25,207	26,061	29,000
Leavers	24,473	25,337	26,710	—	—	25,999
PRIVATE						
Stayers	16,088	16,930	17,817	18,245	18,610	23,097
Movers	13,731	14,523	15,306	17,182	18,176	20,966
Leavers	12,777	13,342	14,619	—	—	15,927

—Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher Questionnaire) and Teacher Followup Survey, 1988–89.

Job Satisfaction of Stayers, Movers, and Leavers

The proportion of stayers, movers, and leavers who were satisfied with various aspects of their jobs in 1988–89 varied both by whether teachers taught in public or private schools in 1987–88 and whether they were stayers, movers, or leavers in 1988–89 (table 7.13). Stayers in public schools were more likely than those in private schools to be satisfied with their salaries, benefits, and job security. However, stayers in private schools were more likely than their public school counterparts to be satisfied with the support and recognition they received from administrators and managers; the safety of their environment; the influence they exerted over policies and practices; the autonomy and control they wielded over their own work; the esteem with which society held their profession; the procedures for evaluating their work performance; their work loads; the availability of resources, materials, and equipment for doing their jobs; their general working conditions; and the intellectual challenge of their work.

Among movers, those who had been teaching in private schools in 1987–88 were more likely to be satisfied with their 1988–89 salaries, the opportunities that their new schools provided for advancement, the support and recognition they received for their work, the safety of their working environment, the influence they exerted over school policy, the autonomy and control they exerted over their work, the procedures used to evaluate their work, their work loads, the resources available to them, and their general working conditions, compared with those who had taught in public schools the previous year (table 7.13). Leavers differed by sector only in the proportion who were satisfied with the professional caliber of their colleagues: 90 percent of public school leavers were very or somewhat satisfied with the professional caliber of their colleagues in 1988–89, compared with 80 percent of private school leavers.

The proportions of public school stayers and movers who were very or somewhat satisfied with various aspects of their current positions differed from each other in three ways. Whereas 56 percent of public school stayers were very or somewhat satisfied with their salaries, 46 percent of movers reported these levels of satisfaction (table 7.13). Sixty-two percent of public school stayers were satisfied with the availability of resources for their work, compared with 54 percent of public school movers. Public school stayers were also more likely than public school movers to be satisfied with the security of their jobs: 90 percent of stayers were very or somewhat satisfied with their job security, compared with 80 percent of movers.

There were, however, several significant differences between public school leavers and public school stayers and movers. Of the 15 aspects of work surveyed, public school leavers who were employed outside the home were more likely than stayers and movers to be satisfied with all aspects of their 1988–89 jobs, with the exception of benefits, the professional caliber of their colleagues, job security, and the intellectual challenge of their work (table 7.13). Examples of such differences include the following: 73 percent of public school leavers were very or somewhat satisfied with their salaries, compared with 56 percent of public school stayers and 46 percent of public school movers. Ninety-one percent of public school leavers reported some satisfaction with the support and recognition they received from their administrators or managers, compared with 57 percent of public school stayers and 63 percent of public school movers did so. Leavers also were more likely to feel satisfied with the influence they exerted over policies and practices in their work: 89 percent of public school leavers were satisfied with this aspect of their current jobs, compared with 48 percent of stayers and 49 percent of movers. Seventy percent of public school leavers were satisfied with the esteem of society for their current professions, compared with 23 percent and 21 percent of public school stayers and movers, respectively, were very or somewhat satisfied with this esteem.

Private school teachers exhibited different patterns of satisfaction. Private school stayers were more likely than private school movers to be satisfied with the safety of their environments, the autonomy and control of their work, their general working conditions, and job security. Private school movers were more likely than private school stayers to be satisfied with their salaries and benefits (table 7.13). Among movers, 58 percent were satisfied with their salaries, and 67 percent with their benefits; among stayers, however, 42 percent were satisfied with salaries, and 54 percent with their benefits. Private school movers were also more likely than private school stayers to be satisfied with their opportunities for advancement in their new jobs.

Employed private school leavers were more likely than private school stayers to be very or somewhat satisfied with their salaries and benefits, the opportunity for advancement in their current jobs, the esteem of society for their professions, the availability of resources, and the general working conditions in their 1988–89 jobs (table 7.13). In addition, private school leavers were more likely than private school movers to report some satisfaction with the safety of their work environment, the esteem of society for their professions, their work loads, the availability of resources, their general working conditions, and their security in their 1988–89 jobs.

Table 7.13a—Percentage of stayers, movers, and leavers who were very or somewhat satisfied with various aspects of their current jobs: 1988–89

	Salary	Benefits	Opport. for professional advancement	Support/ recogn. fr. managers	Safety of environment	Influence over policy and pract.	Autonomy or control over work	Profess. caliber of colleagues
PUBLIC								
Stayers	55.6	65.4	56.7	56.9	77.0	47.5	87.4	83.6
Movers	46.4	63.4	57.9	62.7	73.7	49.4	86.2	86.7
Leavers	73.1	69.4	79.3	90.9	88.9	88.5	95.5	90.2
PRIVATE								
Stayers	41.5	53.5	60.1	79.7	93.2	72.1	96.7	87.8
Movers	57.8	66.7	69.1	72.6	86.6	71.5	91.8	85.7
Leavers	62.6	68.9	79.7	83.4	96.6	82.7	93.2	80.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

Table 7.13b—Percentage of stayers, movers, and leavers who were very or somewhat satisfied with various aspects of their current jobs: 1988–89

	Esteem of society for profession	Procedure for eval. perform.	Workload	Avail. of resources for job	General working conditions	Job security	Intellectual challenge
PUBLIC							
Stayers	22.9	62.3	61.8	61.6	73.6	90.1	80.3
Movers	21.4	60.7	57.5	54.1	73.7	80.1	80.2
Leavers	70.4	80.0	77.2	90.2	95.0	82.9	81.3
PRIVATE							
Stayers	38.8	74.1	75.8	69.4	91.6	84.6	87.4
Movers	29.1	75.0	71.6	63.7	85.4	75.3	85.1
Leavers	74.3	82.6	84.0	85.9	96.9	85.4	79.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

Chapter 8

Conclusion

The preceding chapters have provided a statistical profile of public and private schools in America and of the teachers and principals who make up the elementary and secondary work force. A wide range of topics related to schools have been covered, including their size and structure, the programs and services offered, and the characteristics of students served. Teachers and principals have also been profiled in some detail, with descriptions of their background characteristics, qualifications, working conditions, compensation, and attitudes. In addition, various aspects of supply, demand, and shortage of teachers have been examined.

The SASS and Teacher Followup data provide a rich source of information on schools and their staff. The focus of this report was on how the characteristics of schools, teachers, and principals varied between public and private schools and, within each sector, among urban, suburban, and rural communities. Selected state-by-state comparisons for public schools and affiliation comparisons for private schools were included as well. Other perspectives could be adopted, however, and it is hoped that this report will whet the appetite of researchers for additional analyses.

The second SASS was administered during the 1990–91 school year. When the results from these surveys are available (fall 1992), it will be possible to make comparisons between 1987–88 and 1990–91.

Other NCES publications based on the 1988 SASS and the Teacher Followup data include the following:

Selected Characteristics of Public and Private School Administrators: 1987–88 (E.D. Tab, April 1990);

Characteristics of Private Schools: 1987–88 (E.D. Tab, April 1990);

Comparison of Public and Private Schools: 1987–88 (E.D. Tab, July 1990);

Selected Characteristics of Public and Private School Teachers: 1987–88 (E.D. Tab, July 1990);

Aspects of Teacher Supply and Demand in Public School Districts and Private Schools: 1987–88 (E.D. Tab, August 1991);

Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988–89 (E.D. Tab, June 1991);

1988 Schools and Staffing Survey Sample Design and Estimation (Technical Report, May 1991);

Detailed Characteristics of Private Schools and Staff: 1987–88 (E.D. Tabs, December 1991); and

Diversity of Private Schools (Technical Report, December 1991).

Single copies of these publications can be obtained by calling 1-800-424-1616.

The following data tapes are available:

Public and Private School Survey (1987–88)

Public and Private School Administrator Survey (1987–88)

Public and Private School Teacher Survey (1987–88)

Public and Private School Teacher Demand and Shortage Survey (1987–88)

Public and Private School Teacher Followup Survey (1988–89)

Public and Private School data sets are available for each survey at a cost of $175 for the first data set and $75 for each additional data set. All five combined (public and private school) data sets may be purchased for $475.

For more information about the purchase of data tapes write to:

U.S. Department of Education
OERI/EIRD/Data Systems Branch
555 New Jersey Avenue, NW, Rm. 214
Washington, DC 20208-5725
(202) 219-1522 or 219-1847

Appendix A

Technical Notes

Sample Selection[23]

Selection of Schools

The public school sample of 9,317 schools was selected from the Quality of Education Data (QED) file of public schools. All public schools in the file were stratified first by state (50 states and the District of Columbia) and then by three grade levels (elementary, secondary, and combined elementary and secondary). Within each stratum, the schools were sorted by urbanicity, percent minority (four categories), zip code (first three digits), highest grade in the school, enrollment, and PIN number (assigned by QED). For each stratum within each state, sample schools were selected by systematic (interval) sampling with probability proportional to the square root of the number of teachers within a school.

The private school sample of 3,513 schools was selected primarily from the QED file of private schools. Because this list of private schools did not fully cover all private schools in the country, two additional steps were taken to improve coverage. The first step was to update the QED file with current lists of schools from 17 private school associations. All private schools obtained in this way and the private schools on the QED list were stratified by state and within state by grade level and affiliation group. Sampling within each stratum was done as it was for public schools.

The second step taken to improve private school coverage was to select an area frame of schools contained in 75 Primary Sampling Units (PSUs) selected from the universe of 2,497 PSUs with probability proportional to the square root of the PSU population. The PSUs, each of which consisted of a county or group of counties, were stratified by Census geographic region (Northeast, Midwest, South, and West), Metropolitan Statistical Area (MSA) status (MSA or non-MSA), and private school enrollment (two groups). Within each of the 75 PSUs, a telephone search was conducted to find all in-scope private schools. Sources included yellow pages, religious institutions (except for Roman Catholic religious institutions, because each Catholic diocese is contacted annually when the QED list is updated), local education agencies, chambers of commerce, local government offices, commercial milk companies, and commercial real estate offices. All schools not on the QED file or the lists from private school associations were eligible to be selected for the area sample. Most of these schools were selected with certainty, but when sampling was done, schools were sampled with probability proportional to the square root of the number of teachers (for schools that could be contacted) or a systematic equal probability procedure (for schools that could not be contacted).

The private school sample was designed to allow detailed comparisons among the following affiliations: Catholic, Friends, Episcopal, Jewish, Lutheran, Seventh Day Adventist, Christian Schools International, American Association of Christian Schools, Exceptional Children, Military Schools, Montessori, and Independent Schools. At least 100 schools were selected from each affiliation, or all schools in the affiliation if there were fewer than 100 schools.

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[23] For a detailed description of the sample design see Steven Kaufman, *1988 Schools and Staffing Survey Sample Design and Estimation*, Technical Report, U.S. Department of Education, National Center for Education Statistics, May 1991, 23-43.

Selection of LEAs

All local education agencies (LEAs) that had at least one school selected for the school sample were included in the LEA sample for the Teacher Demand and Shortage Survey. In addition, a sample of 70 LEAs that did not contain eligible schools was selected directly. Only 8 of these 70 were actually in scope (that is, reported hiring teachers). The total LEA sample was 5,592.

Selection of Teachers

All 56,242 public and 11,529 private school teachers in the teacher samples were selected from the public and private school samples. The specified average teacher sample size was four, eight, and six teachers for public elementary, secondary, and combined schools, respectively and four, five, and three teachers for private elementary, secondary, and combined schools, respectively.

A list that included all full- and part-time teachers, itinerant teachers, and long-term substitutes was obtained from each sample school. Within each school, teachers were stratified by experience into two groups: new teachers and all others. New teachers were those who, counting 1987–88, were in their first, second, or third year of teaching. New teachers in private schools were oversampled by 60 percent; oversampling in public schools was not necessary. Within each new and experienced teacher stratum, elementary teachers were sorted into general elementary, special education, and "other" categories; and secondary teachers were sorted into mathematics, science, English, social science, vocational education, and "other" categories. Within each school and teacher stratum, teachers were selected systematically with equal probability.

In order to obtain more reliable estimates of bilingual–ESL teachers, both the public and private school teacher samples included a bilingual–ESL (English as a second language) supplement that included teachers who used a native language other than English to instruct students with limited-English proficiency and teachers who provided intensive instruction in English to students with limited-English proficiency.[24] The bilingual–ESL supplement of 2,447 teachers was selected independently from the basic sample. It was designed to provide estimates for California, Texas, Florida, Illinois, New York, and for all other states combined. The sample size within each school was chosen to be proportional to the weighted number of bilingual-ESL teachers in the school. Within a school containing bilingual–ESL teachers, the teachers were selected systematically with equal probability.[25]

Selection of Teachers for the Teacher Followup Survey

The 1988–89 occupational status of teachers responding to the 1987–88 SASS was determined by contacting their schools to determine whether they were still at the school, had left to teach elsewhere, or had left for a non-teaching job. All leavers were included in the sample. Continuing teachers were sorted by Census region, by urbanicity, teacher subject, and school enrollment within each public stratum. Within each private stratum, continuing teachers were sorted by affiliation, urbanicity, teacher subject, and school enrollment. After the teachers were sorted, teachers were selected within each stratum using a probability proportional to size procedure. The measure of size was the SASS basic weight (inverse of the probability of selecting a teacher in the SASS teacher sample). This sample allocation method yielded a total sample size of 7,172 teachers, of whom 2,987 were leavers and 4,185 were stayers or movers.

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[24] The supplement was funded by the Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA).

[25] Bilingual-ESL teachers selected in both the basic and supplement samples were unduplicated so that each teacher appears only once in the combined sample of bilingual–ESL and all other teachers.

Data Collection Procedures

The data were collected for the National Center for Education Statistics (NCES) by the U.S. Bureau of the Census. Questionnaires were mailed to school districts, schools, administrators, and teachers in January and February 1988.[26] Six weeks later, a second questionnaire was sent to each nonrespondent. A telephone followup of nonrespondents was conducted during April, May, and June. Because of the large number of nonresponding teachers and the need to complete the survey before the end of the school year, the telephone followup was conducted for only a subsample of teachers. The weights for this subsample were adjusted to reflect the subsampling.

The Teacher Followup Survey was conducted in two phases. First, in October 1988 schools were contacted to determine the status of all teachers in the 1987–88 SASS. Principals were asked to indicate whether the teacher was still at the school in a teaching or non-teaching capacity or had left the school to teach elsewhere or for a non-teaching job. In March 1989, the questionnaire for former teachers was sent to the 2,987 persons who had left the teaching profession, and the questionnaire for current teachers was sent to a sample of 4,185 persons reported as still teaching. If this questionnaire was not returned within four to five weeks, a second questionnaire was sent. Finally, if neither questionnaire elicited a response, a telephone call was made in May.

Weighting[27]

Weights of the sample units were developed to produce national and state estimates for public schools, teachers, administrators, and LEAs. The private sector data were weighted to produce national and affiliation group estimates. The affiliation groups for private schools were Catholic, other religious, and nonsectarian. The basic weights were the inverse of the probability of selection and were adjusted for nonresponse.

Standard Errors

The estimates in these tables are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replications procedure that incorporates the design features of this complex sample survey. The standard errors indicate the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other possible systematic error. Standard errors for all estimates discussed in the text of the this report are included in Appendix B. Standard errors for all estimates produced for this report are available upon request from the Special Surveys and Analysis Branch, NCES.

Accuracy of Estimates

The statistics in this report are population estimates derived from the samples described in the preceding section. Consequently, they are subject to sampling variability. In addition, they are subject to nonsampling errors, which can arise because of nonresponse, errors in reporting, or errors in data collection. These types of errors can bias the estimates and are not easy to measure. They can occur because respondents interpret questions differently, remember things incorrectly,

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[26] Copies of the questionnaires may be obtained by writing to the Special Surveys and Analysis Branch of NCES.
[27] For a detailed description of the weighting processes see Kaufman, *Op. Cit.*, 47-57.

or misrecord their responses. Nonsampling errors can also be due to incorrect editing, coding, preparing, or entering of the data or to differences related to the time the survey was conducted.

The precision with which one can use survey results to make inferences to a population depends upon the magnitude of both sampling and nonsampling errors. In large sample surveys, such as the SASS, sampling errors are generally minimal, except when estimates are made for relatively small subpopulations (Native Americans, for example).

SASS school and LEA estimates for some states were lower than the estimates produced by the NCES Public Elementary/Secondary School Universe Survey of the Common Core of Data (CCD).[28] This occurred because some small LEAs (with an average of 10.2 students) were not in the QED file and because the QED definition of school differs somewhat from the CCD definition. QED defines a school as a physical location, while CCD defines it as an administrative unit. Because of these missing schools, the SASS counts of public schools and administrators are underestimated. The effect of these missing schools on the nature of the bias for averages is unknown. On a national basis, there were 6 percent more CCD schools than SASS schools. The differences were greatest for Nebraska, North Dakota, South Dakota, and Montana. For private schools, the SASS estimate of the number of schools was less than the sampling frame because of frame schools being out of scope, no longer in existence, or duplicated in the frame.

In some states, FTE (full-time equivalent) teacher counts were not the same on the teacher and school files. In the average state, there were 5 percent fewer teachers on the teacher frame than the number of teachers reported by the schools, which would cause SASS estimates from the teacher file to be underestimates if all teachers were not included in the frame. In addition, schools appeared to have problems providing FTE counts, because in the average state, 19 percent of the schools reported the same number of teachers as FTEs when some part-time teachers were reported. Thus, the SASS FTE counts from the school file are likely to be overestimates.

The American Federation of Teachers' *Survey and Analysis of Salary Trends, 1989*, reported an average salary of $28,071 for public school teachers in 1987-88, and the National Education Association's *Rankings of the States, 1989*, reported an average salary of $28,029. These averages are slightly higher than the $26,231 estimated using SASS.

Response Rates and Imputation

Most item-level missing data on the district and school files were imputed using a sequential hot deck procedure that matched the nonrespondent district or school with the most similar respondent in the same stratum. "Most similar" was determined on the basis of metropolitan status, percent minority, and enrollment. On the public school file, all missing items were imputed. On the private school file, items 7 and 35 were not imputed. On both the public and private teacher demand and shortage file, items 3, 11, 12, 13, and 28 were not imputed.

No imputation was done for either the teacher or administrator files. Item nonresponse was treated as missing data in the computation of estimates for tables that include data from either of these files. This is equivalent to assuming equal distributions for both respondents and nonrespondents. Not imputing for item nonresponse when averages are estimated results in bias, and the nature of this bias is unknown.

The weighted response rates for the each of the surveys were as follows:

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[28] For more detail on the differences between the QED and CCD files, see Kaufman, *Op. Cit.*, 65-67. In one state, Montana, the CCD count was larger than the SASS estimate (by 15 percent).

Survey	Public	Private
Teacher Demand and Shortage	90.8	66.0
Administrator	94.4	79.3
School	91.9	78.6
Teacher	86.4	79.1
Teacher Followup[29]	84.1	75.9

The item response rates in the two tables that follow are unweighted and do not reflect additional response loss due to complete questionnaire refusal. Item response rates for the teachers and principals who responded to the surveys were as follows:

Table number	Variable name	Response rate for public sector (percent)	Response rate for private sector (percent)
Table 3.1	Number of teachers	100.0	100.0
	Number of principals	100.0	100.0
Table 3.3	Principal race	98.9	99.2
	Principal ethnicity	97.2	96.9
Table 3.4	Teacher sex	99.6	99.9
	Teacher race	98.3	98.3
	Teacher ethnicity	97.9	97.8
	Teacher age	98.9	98.2
Table 3.5	Principal sex	99.7	99.8
	Principal race	98.9	99.2
	Principal ethnicity	97.2	96.9
	Principal age	99.4	99.0
Table 3.6 and 3.7	Teacher highest degree	100.0	100.0
	Teacher years experience	100.0	100.0
	Principal highest degree	100.0	100.0
	Principal teaching experience before principalship	98.5	97.3
Table 3.8	Whether teacher has certification	99.0	99.4
	Type of certification	82.1	87.1

[29]The effective response rate shown here is the product of the response rates to the Teacher Survey, which were 86.4 percent (public) and 79.1 percent (private), and the Followup Survey, which were 97.3 percent (public) and 96.0 percent (private).

Table 4.1	Number of periods taught per week	91.0	91.1
	Number students enrolled per class	90.0	90.5
	Class size (self-contained classes only)	94.8	96.5
Table 4.2	Hours spent teaching various subjects in self-contained classes	95.1	95.9
Table 4.3	Teaching status	100.0	100.0
	Type of teacher	100.0	100.0
Table 4.4	Teacher main assignment field	100.0	100.0
Table 5.1	Teacher total earned income	93.8	93.2
	Teacher base salary	91.5	90.3
	Teacher other school compensation	100.0	100.0
	Teacher summer supplemental salary	100.0	100.0
	Teacher non-school earnings (summer only)	90.5	86.9
	Teacher non-school earnings (school year only)	100.0	100.0
	Principal salary		
Table 5.2	Teacher base salary	91.5	90.3
	Principal salary		
	Teacher satisfaction with salary	99.4	98.4
Table 5.4	Teacher satisfaction with salary	99.4	98.4
Table 5.5	Principals receive benefits	99.5	98.3
Table 6.1	Teacher satisfaction with working conditions--23 items	Response rates ranged from 98.8 to 99.6	98.3 to 99.2

Table 6.2 and 6.3	Teacher rating of problems		
	student absenteeism	99.4	99.2
	student use of alcohol	99.2	99.0
	student tardiness	98.6	98.8
	student drug abuse	99.1	98.9
	verbal abuse of teachers	99.5	99.2
	Principal rating of problems		
	student absenteeism	99.3	99.1
	student use of alcohol	99.4	99.1
	student tardiness	99.3	99.2
	student drug abuse	99.3	99.1
	verbal abuse of teachers	99.4	99.1
Table 6.4	Principal rating of groups' influence		
	Establishing curriculum		
	District head or board	99.1	96.9
	Principal or head of school	99.3	98.4
	Teachers	99.2	98.3
	Hiring new full-time teachers		
	District head or board	98.8	96.1
	Principal or head of school	99.3	98.7
	Teachers	98.7	96.9
	Setting discipline policy		
	District head or board	99.1	96.0
	Principal or head of school	99.4	98.4
	Teachers	99.2	98.0
Table 6.5	Teacher rating of teacher influence		
	determining discipline policy	99.5	98.9
	determining content of inservice	99.4	97.7
	setting policy on ability grouping	98.9	96.8
	establishing curriculum	99.3	98.7
Table 6.6 and 6.7	Becoming a teacher again	99.6	99.0
	Plans to remain in teaching	99.4	99.3
Table 7.2 and 7.3	Difficulty finding qualified applicants	99.1	99.1
	Methods for compensating for vacancies	70.3	72.3
Table 7.12	1987–88 base salary	91.5	90.3
	1987–88 total school income	Response rates ranged from 91.5–100	90.3–100
	1987–88 total income	93.8	93.2

Item response rates for the TFS survey were as follows:

Table number	Variable name	Response rate for Stayers and Movers (percent)	Response rate for Leavers (percent)
Table 7.7 and 7.8	Teaching in same school	99.9	N.A.
Table 7.9	Main reason for moving	94.1	N.A.
Table 7.10	Type of move	94.2	N.A.
Table 7.11	Main reason for leaving	N.A.	99.4
Table 7.12	1988–89 base salary	95.7	N.A.
	1988–89 total school income		
	Response rates ranged from	95.7 to 97.8	N.A.
	1988–89 total income	98.2	80.5
Table 7.13	Satisfaction with . . .		
	salary	99.4	87.3
	benefits	99.0	86.5
	opportunity for advancement	99.1	86.0
	support/recognition of administrators	99.0	89.4
	safety of work environment	99.1	86.6
	influence over policies and practices	99.3	90.6
	autonomy over work	99.3	86.6
	professional caliber of colleagues	99.4	89.3
	esteem of society for profession	99.4	83.0
	procedures for evaluation	99.4	88.8
	work load	99.3	85.1
	availability of resources	99.4	89.2
	general working conditions	99.4	89.1
	job security	99.3	86.1
	intellectual challenge	99.1	89.2

Statistical Procedures

The statistical comparisons in this report were based on the **t** statistic. Generally, whether or not a difference is considered significant is determined by calculating a **t** value for the difference between a pair of means, or proportions, and comparing this value to published tables of values at certain critical levels, called *alpha levels*. The alpha level is an a priori statement of the probability of inferring that a difference exists when, in fact, it does not.

In order to make proper inferences and interpretations from the statistics, several points must be kept in mind. First, comparisons resulting in large **t** statistics may appear to merit special note. This is not always the case, because the size of the **t** statistic depends not only on the observed differences in means or the percentage being compared, but also on the standard error of the difference. Thus, a small difference between two groups with a much smaller standard error could result in a large **t** statistic, but this small difference is not necessarily noteworthy. Second, when multiple statistical comparisons are made on the same data, it becomes increasingly likely that an indication of a population difference is erroneous. Even when there is no difference in the population, at an alpha level of .05, there is still a 5 percent chance of concluding that an observed **t** value representing one comparison in the sample is large enough to be statistically significant. As the number of comparisons increases, the risk of making such an error in inference also increases.

To guard against errors of inference based upon multiple comparisons, the Bonferroni procedure to correct significance tests for multiple contrasts was used. This method corrects the significance (or alpha) level for the total number of contrasts made with a particular classification variable. For each classification variable, there are (K*(K-1)/2) possible contrasts (or nonredundant pairwise comparisons), where K is the number of categories. For example, because community type has three categories (urban, suburban, and rural–small city), K=3 and there are (3*2)/2=3 possible comparisons among the categories. The Bonferroni procedure divides the alpha level for a single **t** test (for example, .05) by the number of possible pairwise comparisons in order to give a new alpha that is corrected for the fact that multiple contrasts are being made.

The formula used to compute the **t** statistic was as follows:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This **t** value is an approximation, because the denominator of the formula assumes that the correlation between the two estimates is zero. Because of the clustered sample design, this assumption may not be correct. To test the assumption, **t** statistics for selected comparisons were computed in a way that takes the covariance into account, but is much more burdensome computationally. Little difference was found, leading to the conclusion that the covariance was not important.

Standard errors for all estimates discussed in the text are presented in the appendix. All other standard errors are available from NCES upon request. The standard errors were calculated using the REPTAB program developed by MPR Associates, which uses a Balanced Repeated Replications method to calculate standard errors based upon complex survey designs. A version of this program is available from NCES upon request. The standard errors reported take into account the complex sample design; they are generally higher than standard errors calculated under the assumptions of simple random sampling.

Row Variable Definitions

Public and Private Schools

A public school was defined as an institution that provides educational services, has one or more teachers, is located in one or more buildings, receives public funds as primary support, and

is operated by an education agency. Prison schools and schools operated by the Department of Defense and the Bureau of Indian Affairs were included. A private school was defined as a school not in the public system that provides instruction for any of grades 1–12 where the instruction was not given exclusively in a private home.

To be included in SASS, a school was required to have a minimum school day of 4 hours and a minimum school year of 160 days, and it had to provide instruction to students at or above the first-grade level and not be in a private home. (If it could not be determined that instruction was not in a private home, the school had to have at least 10 students or more than one teacher.) In addition, the school could not offer only adult, night, or specialized courses.

Community Type

Respondents to the School Questionnaire were asked to describe the community that best described the community in which the school was located. They were given ten choices, which were aggregated into three categories as follows:

Urban	A medium-sized city (50,000 to 100,000 people), large city (100,000 to 500,000 people), or very large city (more than 500,000 people).
Suburban	A suburb of a medium-sized, large, or very large city, or a military base or station.
Rural–small city	A rural or farming community, a small city or town of fewer than 50,000 people that was not a suburb of a larger city, or an Indian reservation.

School Level

Elementary	A school that had grade 6 or lower, or "ungraded," and no grade higher than the 8th.
Secondary	A school that had grade 9 or higher and no grade lower than the 7th, or "ungraded."
Combined	A school that had grades higher than the 8th and lower than the 7th.

Minority Enrollment

Less than 20%	Less than 20 percent of the students were American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin); Black (not of Hispanic origin).
20% or more	20 percent or more of the students were minority (as defined above).

School Size

Less than 150, etc.	Size categories were based on the number of students (in head count) who were enrolled in grades K–12 in the school on or about October 1, 1987 (as reported in Item 1 on the School Questionnaire).

Public School District

A public school district (or Local Education Agency, LEA) was defined as a government agency administratively responsible for providing public elementary and/or secondary instruction and educational support services. The agency or administrative unit had to operate under a public board of education. Districts that operated only one school and districts that did not operate schools but did hire teachers were included. A district was considered out of scope if it did not employ elementary or secondary teachers.

Region

Northeast	Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania
Midwest	Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas
South	Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas
West	Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, Hawaii

District Size

Less than 1,000 etc.	Size categories were based on the number of students (in head count) who were enrolled in the district on or about October 1, 1987 (as reported in Item 1 on the Teacher Demand and Shortage Questionnaire).

Minority Teachers

Less than 10%	Less than 10 percent of the teachers in the district were American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin); Black (not of Hispanic origin).
10 % or more	10 percent or more of the teachers were minority (as defined above).

Other Variables

Teacher

For the purposes of SASS, a teacher was any full- or part-time teacher whose primary assignment was to teach in any of grades K–12. Itinerant teachers and long-term substitutes who were filling the role of a regular teacher on an indefinite basis were also included. An itinerant teacher was defined as a teacher who taught at more than one school.

Teachers were classified as elementary or secondary on the basis of the grades they taught rather than the schools in which they taught. An elementary school teacher was one who, when asked for the grades taught, checked:

- Only "ungraded" and was designated as an elementary teacher on the list of teachers provided by the school; or
- 6th grade or lower, or "ungraded" and no grade higher than 6th; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- 7th and 8th grades only, and a reported primary assignment of prekindergarten, kindergarten, or general elementary; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school.

A secondary school teacher was one who, when asked for the grades taught, checked:

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded"; or
- 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and were not categorized above as either elementary or secondary.

Teacher Satisfaction Indices

In Question 29 of the Teacher Survey, teachers were presented with 23 statements related to various aspects of their schools. They could answer that they "strongly agreed," "somewhat agreed," "somewhat disagreed," or "strongly disagreed" with each statement. A factor analysis of the responses yielded four variable clusters that represented different aspects of teacher satisfaction.[30] The items comprising the clusters and the rotated factor loading values (in parentheses) were as follows:

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[30]For a description of factor analysis, see, for example, H.H. Harman, *Modern Factor Analysis* (3rd ed. rev.) (Chicago: The University of Chicago Press, 1976).

Administrative Support and Leadership

a. Teachers in this school are evaluated fairly (.652).

b. The principal lets staff members know what is expected of them (.806).

c. The school administration's behavior toward the staff is supportive and encouraging (.775).

d. Teachers participate in making most of the important educational decisions in this school (.538).

e. The principal does a poor job of getting resources for this school* (.605).

f. My principal talks with me frequently about my instructional practices (.612).

g. The principal knows what kind of school he/she wants and has communicated it to the staff (.760).

h. In this school, staff members are recognized for a job well done (.685).

i. Goals and priorities for the school are clear (.637).

Buffering and Enforcement of Rules

a. The level of student misbehavior in this school interferes with my teaching* (.732).

b. I receive a great deal of support from parents for the work I do (.356).

c. My principal enforces school rules for student conduct and backs me up when I need it (.423).

d. I have to follow rules in this school that conflict with my best professional judgment* (.413).

e. The amount of student tardiness and class cutting in my school interferes with my teaching* (.737).

f. I sometimes feel it is a waste of time to try to do my best as a teacher (.549).

Cooperation among Staff

a. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes (.480).

b. Most of my colleagues share my beliefs and values about what the central mission of the school should be (.733).

c. There is a great deal of cooperative effort among staff members (.600).

d. I make a conscious effort to coordinate the content of my courses with that of other teachers (.576).

Adequacy of Resources

a. I am satisfied with my teaching salary (.696).

b. Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff (.522).

c. Routine duties and paperwork interfere with my job of teaching* (.460).

d. I am satisfied with my class sizes (.544).

To create a satisfaction index on each of these four aspects of schools, responses to each statement were scored between 1 and 4, with 1 representing strong agreement with the statement and 4 representing strong disagreement. In most cases, the questions were worded such that 1 would indicate high satisfaction. Some questions, however, were worded so that a 4 rather than a 1 would indicate a high level of satisfaction. (These items are marked with an asterisk (*) on the list above.) Scores on these items were reversed so that "strong disagreement" would be scored as 1 and "strong agreement" as 4. Thus, for all questions, a low score would indicate a high level of satisfaction. The summary index of overall satisfaction was derived by averaging each teacher's responses to all 23 items. Teachers with scores averaging between 1 and 1.5 were described as "highly satisfied."

Comments and More Information

We are interested in your reaction to the information presented here and to the content of the questions used to produce these results. We welcome your recommendations for improving our survey work. If you have suggestions or comments or want more information about this report, please contact:

Special Surveys and Analysis Branch
Elementary and Secondary Education Statistics Division
National Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208-5651

Appendix B

Selected Standard Errors

A. Standard Errors for Estimates Discussed in the Text

Table 2.1

Number schools	893.3
Number students	198,195.6
Number public schools	321.3
Number public students	165,010.9
Number private schools	836.3
Number private students	111,360.0
Urban:	
Number students	208,101.1
Number public schools	246.3
Number private schools	480.7
Suburban:	
Number students	261,705.9
Number public schools	318.6
Number private schools	315.7
Rural:	
Number students	182,356.9
Number public schools	438.8
Number private schools	701.9
Average student /teacher ratio:	
Total	.08
Urban public	.10
Urban private	.33
Suburban public	.14
Suburban private	.34
Rural public	.08
Rural private	.34

Table 2.3

Average public size	3.14
Average private size	6.46
% students enrolled in:	
Urban public combined	.30
Suburban public combined	.26
Rural public combined	.24
Urban private combined	1.68
Suburban private combined	2.24
Rural private combined	1.92
Urban public:	
<150 students	.06
150-499 students	.80
500-749 students	.90
750+ students	1.09
Suburban public:	
<150 students	.07
150-499 students	1.09
500-749 students	1.56
750+ students	1.13
Rural public:	
<150 students	.16
150-499 students	.77
500-749 students	.84
750+ students	.87
Urban private:	
<150 students	1.11
150-499 students	2.10
500-749 students	1.79
750+ students	2.20
Suburban private:	
<150 students	1.21
150-499 students	3.04
500-749 students	2.12
750+ students	3.58
Rural private:	
<150 students	1.99
150-499 students	2.54
500-749 students	1.66
750+ students	.91
% schools with ≥20% minority enrollment:	
Urban public	1.01
Suburban public	1.37
Rural public	.73
Urban private	2.05
Suburban private	2.06
Rural private	1.40

Table 2.4

% students who are:	
Native American	.06
Asian/PI	.08
Black	.22
Hispanic	.18
White	.24
Minority- public school	.27
Minority- private school	.77
Minority- urban public	.71
Minority- suburban public	.83
Minority- rural public	.31
Minority- urban private	1.26
Minority- suburban private	1.10
Minority- rural private	.80

Table 2.6

% public schools offering:	
Remedial	.45
Gifted/talented	.51
Bilingual	.48
ESL	.60
Handicapped	.40
Vocational education	.36
Diagnostic/prescription	.59
Extended day care	.43
Free lunch	.27
Chapter 1	.46
% private schools offering:	
Remedial	1.85
Gifted/talented	1.27
Bilingual	.83
ESL	.74
Handicapped	1.25
Vocational education	.79
Diagnostic/prescription	1.43
Extended day care	1.44
Free lunch	1.02
Chapter 1	Low N
% public schools w/ vocational education:	
Urban secondary	2.27
Suburban secondary	1.73
Rural secondary	1.05
% public schools w/ extended day care:	
Urban elementary	1.02
Suburban elementary	1.54
Rural elementary	.69
% urban public schools w/ <150 students w/:	
Remedial	5.68
Gifted/talented	2.56
Bilingual	3.41
ESL	4.64
Handicapped	4.91
Extended day care	2.71
Free lunch	2.94
Chapter 1	5.18
% urban public schools w/ 150-499 students w/:	
Remedial	2.27
Gifted/talented	1.66
Bilingual	1.35
ESL	1.99
Handicapped	1.37
Extended day care	2.05
Free lunch	.72
Chapter 1	2.13
% urban public schools w/ 500-749 students w/:	
Remedial	1.83
Gifted/talented	1.56
Bilingual	1.98
ESL	2.25
Handicapped	1.34
Extended day care	1.72
Free lunch	.41
Chapter 1	1.68
% urban public schools w/ 750+ students w/:	
Remedial	1.33
Gifted/talented	1.60
Bilingual	2.00
ESL	1.67
Handicapped	1.08
Extended day care	1.54
Free lunch	.91
Chapter 1	1.62
% private urban elem. schools w/ day	2.82

Table 2.7

Avg. years instruction required for grad:	
Total	
English	.01
Math/computer	.02
Social science	.01
Phys./bio. science	.02
Foreign language	.02
Avg. years instruction required for grad:	
Public	
English	.01
Math/computer	.01
Social science	.02
Phys./bio. science	.01
Foreign language	.01
Avg. years instruction required for grad:	
Private	
English	.02
Math/computer	.05
Social science	.04
Phys./bio. science	.05
Foreign language	.07
Avg. % graduating:	
Total	.31
Public	.35
Private	.74
Public	
Urban	1.16
Suburban	.92
Rural	.44
Private	
Urban	1.10
Suburban	1.15
Rural	1.48
Public urban	
< 20% minority enrollment	1.82
≥ 20% minority enrollment	1.33
Public suburban	
< 20% minority enrollment	1.07
≥ 20% minority enrollment	1.72
Public rural	
< 20% minority enrollment	.31
≥ 20% minority enrollment	1.23
Private urban:	
< 20% minority enrollment	.49
≥ 20% minority enrollment	2.68
Private suburban	
< 20% minority enrollment	1.01
≥ 20% minority enrollment	Low N
Private rural	
< 20% minority enrollment	1.18
≥ 20% minority enrollment	7.21
Avg. % 12th gr. students in acad./coll. prep:	
Total	.58
Public	.53
Private	1.88
Public	
Urban	1.47
Suburban	1.58
Rural	.46
Private	
Urban	2.89
Suburban	4.56
Rural	3.25
Public urban	
< 20% minority enrollment	3.04
≥ 20% minority enrollment	1.76
Public suburban	
< 20% minority enrollment	1.69
≥ 20% minority enrollment	3.27
Public rural	
< 20% minority enrollment	.74
≥ 20% minority enrollment	1.42
Private urban	
< 20% minority enrollment	3.18
≥ 20% minority enrollment	5.01
Private suburban	
< 20% minority enrollment	4.82
≥ 20% minority enrollment	11.22
Private rural	
< 20% minority enrollment	3.28
≥ 20% minority enrollment	13.54

Table 3.1

Number principals:	
Total	768.1
Public	295.1
Private	715.4
Number teachers:	
Total	14,853.0
Public:	13,181.6
Urban	11,746.8
Suburban	9,706.8
Rural	10,212.5
Private:	8,530.4
Urban	6,104.4
Suburban	4,848.5
Rural	3,931.8

Table 3.2

No. FTE pricipals & assistants	1,671.9
No. FTE teachers	13,078.5
No. FTE guidance counselors- public	688.7
No. FTE guidance counselors- private	462.2
No. FTE librarians & media- public	1,034.6
No. FTE librarians & media- private	421.4
No. FTE other profsnl.- public	1,832.4
No. FTE other profsnl.- private	1,309.1
No. FTE teacher aides- public	5,101.5
No. FTE teacher aides- private	4,793.9
No. FTE other nonins.- public	5,581.1
No. FTE other nonins.- private	1,959.8

Table 3.3

% schools with:	
No minority teachers	.47
≥ 30% minority	.41
No minority teachers- public:	.42
Urban	.62
Elementary	.77
<20% minority enrollment	2.16
>20% minority enrollment	.51
Suburban	1.12
Elementary	1.21
<20% minority enrollment	1.76
>20% minority enrollment	2.11
Rural	.64
Elementary	.82
<20% minority enrollment	.82
>20% minority enrollment	1.14
No minority teachers- private:	1.52
Urban	
elementary	2.53
<20% minority enrollment	1.84
>20% minority enrollment	3.01
Suburban	
elementary	2.42
<20% minority enrollment	2.65
>20% minority enrollment	6.80
Rural	
elementary	1.73
<20% minority enrollment	1.40
>20% minority enrollment	6.01
30+% minority teachers-public	
Urban	
<20% minority enrollment	.58
>20% minority enrollment	1.06
Suburban	
<20% minority enrollment	.42
>20% minority enrollment	1.78
Rural	
<20% minority enrollment	.21
>20% minority enrollment	1.55
30+% minority teachers-private	
Urban	
<20% minority enrollment	1.19
>20% minority enrollment	4.14
Suburban	
<20% minority enrollment	1.00
>20% minority enrollment	6.01
Rural	
<20% minority enrollment	.44
>20% minority enrollment	4.18
Avg. % minority teachers- public	.22
Avg. % minority teachers- private	.80
% schools with minority principals	.35

Table 3.4

% teachers who are:	
White	.22
Native American	.05
Asian	.05
Black	.18
In urban public schools	.58
In suburban public schools	.41
In rural public schools	.22
In urban private schools	.45
In suburban private schools	.44
In rural private schools	.36
Hispanic	.09
Minority	.22
Female	.24

Table 3.5

% principals who are:	
Male	.55
Public	.52
Private	1.44
Native American	.13
Asian	.08
Black	.29
Hispanic	.20
White	.35
Public	.38
Private	.79
% principals who are female:	
Public	
Urban elementary	1.56
Suburban elementary	1.38
Rural elementary	1.07
Urban secondary	1.42
Suburban secondary	1.40
Rural secondary	.57
Private	
Urban elementary	2.31
Suburban elementary	3.20
Rural elementary	3.46

Table 3.6

Teacher's avg. years experience- public	.05
Teacher's avg. years experience- private	.16
% teachers w/ > BA/BS:	.29
Public	.28
In urban elementary	.68
In urban secondary	1.02
In suburban elementary	.98
In suburban secondary	.93
In rural elementary	.82
In rural secondary	.49
Private	.69
In urban elementary	2.61
In urban secondary	2.99
In suburban elementary	2.05
In suburban secondary	3.12
In rural elementary	1.32
In rural secondary	3.69

Male	
In urban public elementary	.66
In urban public secondary	.90
In suburban public elementary	.78
In suburban public secondary	.89
In rural public elementary	.44
In rural public secondary	.63
In urban private elementary	1.07
In urban private secondary	4.52
In suburban private elementary	1.15
In suburban private secondary	7.72
In rural private elementary	1.11
In rural private secondary	4.78

Urban secondary	6.10
Suburban secondary	6.82
Rural secondary	7.84
Public urban	
<20% minority enrollment	2.37
≥20% minority enrollment	1.35
Public suburban	
<20% minority enrollment	1.38
≥20% minority enrollment	1.40
Public rural	
<20% minority enrollment	.74
≥20% minority enrollment	1.29
Private urban	
<20% minority enrollment	2.95
≥20% minority enrollment	3.58
Private suburban	
<20% minority enrollment	2.64
≥20% minority enrollment	4.97
Private rural	
<20% minority enrollment	2.93
≥20% minority enrollment	7.41

% principals w/ > MA:	.51	Private	1.03
Public	.52		

Table 3.8

% teachers with type of certification:		Temp	.1
Regular	.3	None	.20
Probation	.1		

Table 4.1

Average class size:			
For teachers in dept.- public	.10	For rural elem. self-cont.- public	.19
For teachers in dept.- private	.34	For rural elem. self-cont.- private	.42
For self-cont. classes- public	.14	For urban second. in dept.- public	.28
For self-cont. classes- private	.39	For urban second. in dept.- private	.53
For urban elem. self-cont.- public	.27	For suburban second. in dept.- public	.26
For urban elem. self-cont.- private	.44	For suburban second. in dept.- private	2.21
For suburban elem. self-cont.- public	.33	For rural second. in dept.- public	.22
For suburban elem. self-cont.- private	1.28	For rural second. in dept.- private	.88
Average periods taught per day:			
For teachers in dept.- public	.02	For teachers in dept.- private	.07

Table 4.2

Average hours teaching:			
Basic subjects- public	.09	Science- public	.03
Basic subjects- private	.21	Science- private	.07
English- public	.06	Basic subjects in urb. elem.- public	.17
English- private	.09	Basic subjects in sub. elem.- public	.20
Mathematics- public	.03	Basic subjects in rural elem.- public	.11
Mathematics- private	.07	Basic subjects in urb. elem.- private	.32
Social science- public	.03	Basic subjects in sub. elem.- private	.53
Social science- private	.08	Basic subjects in rural elem.- private	.43

Table 4.3

Full-time teachers- public	.13	Part-time teachers- private	.75
Full-time teachers- private	.75	Itinerant teachers- public	.13
Part-time teachers- public	.13	Itinerant teachers- private	.12

Table 5.1

Average base salary for full-time teachers:		Subrban schools- public	190.0
Total teachers	63.6	Rural schools- public	90.0
Public school teachers	60.5	Urban schools- private	279.6
Private school teachers	155.4	Subrban schools- private	386.5
		Rural schools- private	313.5
Percentage of full-time teachers receiving:		Elementary urban schools- public	128.7
Non-school income- public	.27	Secondary urban schools- public	250.3
Non-school income- private	1.03	Elementary sub. schools- public	285.3
Other school year comp.- public	.36	Secondary sub. schools- public	252.6
Other school year comp.- private	.81	Elementary rural schools- public	122.1
		Secondary rural schools- public	135.7
Average base salaries for full-time teachers:		Elementary urban schools- private	363.3
Urban schools- public	134.5	Secondary urban schools- private	514.6

Elementary sub. schools- private	362.2
Secondary sub. schools- private	998.5
Elementary rural schools- private	232.2
Secondary rural schools- private	528.4
Avg. total income	68.9
Avg. total income- public	68.5
Avg. total income- private	197.1
Percentage of teachers receiving other school year compensation:	
Urban elem.- public	.76
Suburban elem.- public	.97
Rural elem.- public	.60
Urban second.- public	1.26
Suburban second.-public	1.03
Rural second.- public	.79
Urban elem.- private	1.49
Suburban elem.- private	1.95
Rural elem.- private	1.19
Urban second.- private	4.08
Suburban second.- private	5.90
Rural second.- private	3.61
Percentage of teachers receiving summer salary:	
Urban- public elementary	.80
Suburban- public elementary	.64
Rural- public elementary	.54
Urban- public secondary	.80
Suburban- public secondary	.98
Rural- public secondary	.49
Percentage of teachers receiving other non-school salary:	
Urban- public elementary	.72
Suburban- public elementary	.93
Rural- public elementary	.44
Urban- public secondary	.90
Suburban- public secondary	.99
Rural- public secondary	.59
Average principal's salaries:	
Total	176.3
Public schools	103.0
Private schools	401.5
Urban elem.- public	264.0
Urban second.- public	288.8
Suburban elem.- public	367.9
Suburban second.- public	337.9
Rural elem.- public	244.8
Rural second.- public	219.7
Urban elem.- private	498.7
Urban second.- private	1,655.3
Suburban elem.- private	993.3
Suburban second.- private	2,553.3
Rural elem.- private	610.4
Rural second.- private	2,295.0

Table 5.3

Average salaries of teachers with:	
B.A.	43.9
Master's	49.7
Master's + 20	93.8
B.A.- public	22.0
Master's- public	25.8
Master's + 20 - public	51.6
B.A.- private	118.2
Master's- private	138.6
Master's + 20 -private	214.1
Average salaries of public school teachers:	
Urban:	
B.A.- public elem.	61.8
B.A.- public second.	79.1
Master's- public elem.	67.6
Master's- public second.	90.3
Master's + 20- public elem.	137.4
Master's + 20- public second.	210.1
Suburban:	
B.A.- public elem.	67.8
B.A.- public second.	86.6
Master's- public elem.	79.3
Master's- public second.	119.0
Master's + 20- public elem.	213.5
Master's + 20- public second.	243.5
Rural:	
B.A.- public elem.	32.6
B.A.- public second.	49.2
Master's- public elem.	40.1
Master's- public second.	58.8
Master's + 20- public elem.	90.6
Master's + 20- public second.	138.2
Average salaries of private school teachers:	
Urban:	
B.A.- private elem.	128.2
B.A.- private second.	378.6
Master's- private elem.	157.0
Master's- private second.	385.7
Master's + 20- private elem.	265.8
Master's + 20- private second.	958.7
Suburban:	
B.A.- private elem.	244.4
B.A.- private second.	284.4
Master's- private elem.	303.9
Master's- private second.	208.7
Master's + 20- private elem.	607.3

Master's + 20- private second.	671.9	Master's- private elem.	258.3
		Master's- private second.	343.5
Rural:		Master's + 20- private elem.	363.0
B.A.- private elem.	225.6	Master's + 20- private second.	618.6
B.A.- private second.	313.9		

Table 5.4

Percentage of teachers satisfied with their teaching salary:			
Strongly satisfied	.17	Strongly dissatisfied	.30
Somewhat satisfied	.30	Strongly dissatisfied- public	.28
Somewhat dissatisfied	.26	Strongly dissatisfied- private	1.17

Table 5.5

Percentage of teachers offered benefits:		Percentage of principals who received benefits:	
Medical	.50	Medical	.55
Dental	.59	Dental	.56
Life	.55	Life	.53
Pension	.57	Pension	.59
In-kind	.51	In-kind	.43
Medical- public	.28	Medical- public	.45
Dental- public	.49	Dental- public	.44
Life- public	.52	Life- public	.54
Pension- public	.51	Pension- public	.67
In-kind- public	.59	In-kind- public	.31
Medical- private	1.58	Medical- private	1.64
Dental- private	1.42	Dental- private	1.20
Life- private	1.46	Life- private	1.17
Pension- private	1.44	Pension- private	1.17
In-kind- private	1.14	In-kind- private	1.43

Table 6.1

Percentage of teachers satisfied with:		Participation in decision making- public	.18
Administrative support	.28	Participation in decision making- private	.86
Administrative support- public	.28	Resources available	.00
Administrative support- private	.93	Resources available- public	.00
Rules enforcement	.31	Resources available- private	.01
Rules enforcement- public	.30	Overall satisfaction	.30
Rules enforcement- private	.81	Overall satisfaction- public	.31
Participation in decision making	.20	Overall satisfaction- private	1.17

Table 6.2

Percentage of teachers who view certain issues as problems:			
Absenteeism	.22	Alcohol use- private	.27
Alcohol use	.17	Tardiness- private	.36
Tardiness	.17	Drug abuse- private	.22
Drug abuse	.13	Verbal abuse- private	.24
Verbal abuse	.20	Absenteeism- public urban	.60
Absenteeism- public	.23	Alcohol use- public urban	.41
Alcohol use- public	.18	Tardiness- public urban	.54
Tardiness- public	.19	Drug abuse- public urban	.37
Drug abuse- public	.14	Verbal abuse- public urban	.53
Verbal abuse- public	.21	Absenteeism- public suburb.	.72
Absenteeism- private	.39	Alcohol use- public suburb.	.47

Tardiness- public suburb.	.53	Alcohol use- public sub. elem.	.18
Drug abuse- public suburb.	.38	Tardiness- public sub. elem.	.48
Verbal abuse- public suburb.	.48	Drug abuse- public sub. elem.	.25
Absenteeism- public rural	.28	Verbal abuse- public sub. elem.	.63
Alcohol use- public rural	.25	Absenteeism- public sub. second.	1.34
Tardiness- public rural	.21	Alcohol use- public sub. second.	.93
Drug abuse- public rural	.17	Tardiness- public sub. second.	1.04
Verbal abuse- public rural	.19	Drug abuse- public sub. second.	.73
Absenteeism- public urban elem.	.59	Verbal abuse- public sub. second.	.81
Alcohol use- public urban elem.	.21	Absenteeism- public rural elem.	.32
Tardiness- public urban elem.	.47	Alcohol use- public rural elem.	.30
Drug abuse- public urban elem.	.25	Tardiness- public rural elem.	.21
Verbal abuse- public urban elem.	.79	Drug abuse- public rural elem.	.20
Absenteeism- public urban second.	.92	Verbal abuse- public rural elem.	.24
Alcohol use- public urban second.	.62	Absenteeism- public rural second.	.52
Tardiness- public urban second.	.85	Alcohol use- public rural second.	.49
Drug abuse- public urban second.	.59	Tardiness- public rural second.	.48
Verbal abuse- public urban second.	.68	Drug abuse- public rural second.	.41
Absenteeism- public sub. elem.	.65	Verbal abuse- public rural second.	.48

Percentage of principals who view certain issues as problems:

Absenteeism	.23	Absenteeism- public urban elem.	.75
Alcohol use	.17	Alcohol use- public urban elem.	.21
Tardiness	.18	Tardiness- public urban elem.	.67
Drug abuse	.13	Drug abuse- public urban elem.	.18
Verbal abuse	.12	Verbal abuse- public urban elem.	.35
Absenteeism- public	.27	Absenteeism- public urban second.	1.92
Alcohol use- public	.20	Alcohol use- public urban second.	.96
Tardiness- public	.22	Tardiness- public urban second.	1.36
Drug abuse- public	.14	Drug abuse- public urban second.	1.06
Verbal abuse- public	.11	Verbal abuse- public urban second.	.33
Absenteeism- private	.42	Absenteeism- public suburban elem.	.55
Alcohol use- private	.23	Alcohol use- public suburban elem.	.00
Tardiness- private	.55	Tardiness- public suburban elem.	.71
Drug abuse- private	.23	Drug abuse- public suburban elem.	.00
Verbal abuse- private	.30	Verbal abuse- public suburban elem.	.20
Absenteeism- public urban	.64	Absenteeism- public suburban second.	1.45
Alcohol use- public urban	.28	Alcohol use- public suburban second.	1.10
Tardiness- public urban	.60	Tardiness- public suburban second.	1.31
Drug abuse- public urban	.27	Drug abuse- public suburban second.	1.07
Verbal abuse- public urban	.29	Verbal abuse- public suburban second.	.76
Absenteeism- public suburb.	.53	Absenteeism- public rural elem.	.42
Alcohol use- public suburb.	.28	Alcohol use- public rural elem.	.15
Tardiness- public suburb.	.62	Tardiness- public rural elem.	.34
Drug abuse- public suburb.	.29	Drug abuse- public rural elem.	.09
Verbal abuse- public suburb.	.27	Verbal abuse- public rural elem.	.13
Absenteeism- public rural	.37	Absenteeism- public rural second.	.78
Alcohol use- public rural	.28	Alcohol use- public rural second.	.99
Tardiness- public rural	.30	Tardiness- public rural second.	.65
Drug abuse- public rural	.21	Drug abuse- public rural second.	.65
Verbal abuse- public rural	.13	Verbal abuse- public rural second.	.25

Table 6.4

Percentage of principals who believe certain factors influence curriculum:		Teachers	.55
School districts	.45	Principals- public	.47
Principals	.48	Principals- private	1.05

Principals- public urban	1.34
Principals- public suburban	1.38
Principals- public rural	.74

Percentage of principals who believe certain factors influence hiring:

Principals	.54
Principals- public urban	1.23
Principals- public suburban	1.38
Principals- public rural	.75

Percentage of principals who believe certain factors influence discipline:

Principals	.45
Principals- public urban	1.28
Principals- public suburban	.98
Principals- public rural	.60

Table 6.5

Teachers who believe that they influence discipline policy:

Total	.36
Public	.39
Private	1.06
Public urban	.62
<150	3.49
>750	.87
Public suburban	
<150	4.49
>750	1.05
Public rural	.50
<150	1.74
>750	1.00

Teachers who believe that they influence in-service training:

Total	.32
Public	.33
Private	.96

Teachers who believe that they influence grouping classes:

Total	.33
Public	.35
Private	1.11

Teachers who believe that they influence the establishment of curriculum

Total	.34
Public	.35
Private	1.20
Public urban	.69
Public suburban	.75
Public rural	.49

Table 6.6

Percentage of teachers who would become a teacher again:

Certainly would	.28
Certainly would not	.13
Certainly would- public	.29
Certainly would- private	.92
Certainly would- public urban	.58
Certainly would- public suburban	.61
Certainly would- public rural	.32

Percentage of teachers who planned to stay in teaching under conditions:

While able	.31
Until retirement	.32
Probably	.16
Planned to leave	.09
Undecided	.20
While able- public	.29
While able- private	.89
Until retirement- public	.31
Until retirement- private	.56

Table 7.1

Avg. % positions filled:

Public	.09
Private	.20

Avg. % positions filled with new teachers:

Public	.48
Private	.83

Avg. % positions filled with new teachers:

Public district w/ <1000 students	.90
Public district w/ 1,000-4,999 students	.13
Public district w/ 5,000-9,999 students	.15
Private school w/ 10,000+ students	.09
Private school w/ <1,000 students	1.50
Private school w/ 1,000-4,999 students	.73
Private school w/ 5,000-9,999 students	1.09
Private school w/ 10,000+ students	.59

Table 7.2

% schools finding filling vacancies:	
Not at all difficult	.50
Public	
Urban	1.48
Elementary	1.89
Secondary	2.10
Combined	4.50
<20% minority enrollment	2.77
≥20% minority enrollment	1.35
Suburban	1.10
Elementary	1.24
Secondary	1.76
Combined	8.66
<20% minority enrollment	1.31
≥20% minority enrollment	2.15
Rural	.89
Elementary	1.12
Secondary	1.32
Combined	2.99
<20% minority enrollment	1.02
≥20% minority enrollment	1.57
Private	
Urban	
<20% minority enrollment	3.04
≥20% minority enrollment	3.43
Suburban	
<20% minority enrollment	3.85
≥20% minority enrollment	5.93
Rural	
<20% minority enrollment	2.87
≥20% minority enrollment	6.79
Generally difficult	.47
Public	.43
Urban	1.08
<20% minority enrollment	1.18
≥20% minority enrollment	1.31
Suburban	.90
<20% minority enrollment	1.02
≥20% minority enrollment	1.73
Rural	.68
<20% minority enrollment	.71
≥20% minority enrollment	1.35
Private	1.20
Urban	
<20% minority enrollment	2.33
≥20% minority enrollment	3.64
Suburban	
<20% minority enrollment	2.71
≥20% minority enrollment	7.90
Rural	
<20% minority enrollment	2.33
≥20% minority enrollment	5.81
Difficult in some fields	.58
Ways administrators handled vacancies:	
% cancelled courses- urban public	.52
% cancelled courses- suburb. public	.63
% cancelled courses- rural public	.29
% increased teaching loads- public	.37
% increased teaching loads- private	.77
% assigned another tchr.- urban public	.91
% assigned another tchr.- suburb. public	.91
% assigned another tchr.- rural public	.72
% used substitute teacher	.44
Public	.60
Urban	1.21
Suburban	1.39
Rural	.86
% used part-time teacher- public	.34
% used part-time teacher- private	1.16

Table 7.4

% schools providing any retraining:	
Public	.59
Northeast	1.06
Midwest	.83
South	1.30
West	1.97
Less than 1,000	.93
1,000–4,999	.63
5,000–9,999	1.16
10,000 or more	.46
<20% minority enrollment	.48
≥20% minority enrollment	1.66
<10% minority teachers	.57
≥10% minority teachers	1.80
Private	1.12
% schools providing retraining in special ed.:	
Public	
Northeast	.72
Midwest	.53
South	.93
West	.73

<20% minority enrollment	.40
≥20% minority enrollment	.84
<10% minority teachers	.34
≥10% minority teachers	1.20
% schools providing retraining in math:	
Public	.30
Northeast	.67
Midwest	.51
South	.76
West	.98
<20% minority enrollment	.40
≥20% minority enrollment	.82
<10% minority teachers	.35
≥10% minority teachers	.83
% schools providing retraining in comp. sci.:	
Public	
South	.91
Midwest	.52
<20% minority enrollment	.43
≥20% minority enrollment	.84
<10% minority teachers	.36
≥10% minority teachers	1.11
% schools providing retraining in phys. sci.:	
Public	
Northeast	.74
Midwest	.52
South	.58
West	.62
<20% minority enrollment	.40
≥20% minority enrollment	.65
<10% minority teachers	.32
≥10% minority teachers	.76
% schools providing retraining in bio. sci.:	
Public	.27
Northeast	.70
Midwest	.51
South	.58
West	.55
<20% minority enrollment	.38
≥20% minority enrollment	.69
<10% minority teachers	.29
≥10% minority teachers	.75
% schools providing retraining in bil. ESL:	
Public	.27
South	.77
Midwest	.27
<20% minority enrollment	.20
≥20% minority enrollment	.94
<10% minority teachers	.27
≥10% minority teachers	.98
% schools providing retraining in foreign langs.:	
Public	.22
South	.52
Midwest	.29
<20% minority enrollment	.31
≥20% minority enrollment	.49
<10% minority teachers	.29
≥10% minority teachers	.59
% schools providing retraining in other fields:	
Public	
<20% minority enrollment	.42
≥20% minority enrollment	1.04
<10% minority teachers	.42
≥10% minority teachers	1.36

Table 7.5

% teachers newly hired:	.12
Public	.14
Urban elementary	.44
Urban secondary	.29
Urban, <20% minority enrollment	.48
Urban, ≥20% minority enrollment	.32
Suburban elementary	.70
Suburban secondary	.48
Suburban, <20% minority enrollment	.36
Suburban, ≥20% minority enrollment	1.06
Rural elementary	.26
Rural secondary	.20
Rural, <20% minority enrollment	.20
Rural, ≥20% minority enrollment	.30
Private	.38
% first time teachers:	.04
Public	.04
Urban elementary	.18
Urban secondary	.13
Urban, <20% minority enrollment	.15
Urban, ≥20% minority enrollment	.16
Suburban elementary	.13
Suburban secondary	.15
Suburban, <20% minority enrollment	.11
Suburban, ≥20% minority enrollment	.23
Rural elementary	.09
Rural secondary	.10
Rural, <20% minority enrollment	.07
Rural, ≥20% minority enrollment	.12
Private	.25
% newly hired teachers who were:	
Teaching elsewhere	.51
Public	.44
Private	1.42
In college	.22
Public	.22
Private	.57

Working outside education	.24
Public	.22
Urban elementary	.52
Urban secondary	.80
Suburban elementary	.38
Suburban secondary	1.06
Rural elementary	.35
Rural secondary	.76
Private	.82
In homemaking	.32
Public	.28
Suburban elementary	.81
Suburban secondary	.81
Rural elementary	.58
Rural secondary	.42
Private	1.01
Unemployed	.16
Retired	.17
Public	.20
Private	.29
Other or unknown	.21

Table 7.6

% teachers who left staff:	.20
Public	.17
Urban	.35
Suburban	.29
Rural	.24
Private	.59
% teachers who joined staff:	.48
Public	.59
Urban	1.46
Suburban	2.13
Rural	.47
Private	1.04

Table 7.7

Changes from 1987–88 to 1988–89:	
% teachers still teaching	.28
% stayers still teaching	.40
% movers still teaching	.40
Public	.44
Private	.85
% who left teaching:	
Public	.30
Private	.85

Table 7.9

% of all teachers who moved:	.38
Public	.42
Urban	.89
Suburban	.74
Rural	.58
Private	.70
Urban	1.18
Suburban	1.10
Rural	1.76
For family reasons	
Public	2.16
Urban	3.42
Rural	3.89
Private	2.85
For salary/benefits	
Public	.79
Urban	.88
Rural	1.55
Private	2.68
For better assignment	
Public	1.79
Private	2.62
Due to school staffing action	
Public	2.15
Private	3.41
Due to dissatisfaction with old school	
Public	1.31
Urban	3.98
Rural	1.33
Private	1.98

Table 7.10

% moved public-public- same district	1.98
% moved public-public- different district	1.98
Urban	4.26
Suburban	5.05
Rural	3.78
% moved public-private	.58
% moved private-private	2.98
% moved private-public	2.98

Table 7.11

% teachers who left teaching	
Public	.30
Private	.85
For personal/health reasons	2.54
Public	3.49
Private	3.71
To retire	1.95
Public	2.40
Private	1.38
For other career outside education	1.94
For better salary/benefits	.71
Public	.90
Private	1.38
For courses for educational career	.58
Public	.58
Private	1.64
Due to school staffing action	.64
To take sabbatical	1.26
Because dissatisfied with teaching	1.00

Table 7.12

Average income of movers, stayers, and leavers (1987–88):	
Stayers- public	234.9
Movers- public	660.4
Leavers- public	443.1
Stayers- private	416.0
Movers- private	619.6
Leavers- private	453.5
Average income of movers, stayers, and leavers (1988–89):	
Stayers- public	340.4
Movers- public	1,059.3
Leavers- public	949.9
Stayers- private	916.3
Movers- private	1,123.6
Leavers- private	1,239.3

Table 7.13

Percentage of stayers who are satisfied with various job aspects:	
Salary- public	1.47
Benefits- public	1.33
Support and recognition- public	1.47
Safety of the environment- public	1.34
Influence over policy- public	.94
Autonomy and control- public	.96
Job security- public	.93
Esteem of profess.- public	1.30
Proc. of evaluat.- public	1.03
Workloads- public	1.10
Resources- public	1.44
General work conditions- public	1.35
Intellectual challenge- public	1.00
Salary- private	2.71
Benefits- private	2.72
Support and recognition- private	1.75
Safety of the environment- private	1.19
Influence over policy- private	2.12
Autonomy and control- private	.75
Job security- private	1.67
Esteem of profess.- private	2.54
Proc. of evaluat.- private	2.33
Workloads- private	2.24
Resources- private	1.97
General work conditions- private	1.41
Intellectual challenge- private	1.61
Percentage of movers who are satisfied with various job aspects:	
Salary- public	2.55
Benefits- public	2.39
Support and recognition- public	2.85
Safety of the environment- public	2.11
Influence over policy- public	2.53
Autonomy and control- public	1.61
Job security- public	2.12
Esteem of profess.- public	1.86
Proc. of evaluat.- public	2.95
Workloads- public	2.58
Resources- public	2.60
General work conditions- public	2.44
Intellectual challenge- public	2.08
Salary- private	3.50
Benefits- private	2.97
Support and recognition- private	2.66
Safety of the environment- private	1.91
Influence over policy- private	2.73
Autonomy and control- private	1.51
Job security- private	2.87
Esteem of profess.- private	3.50
Proc. of evaluat.- private	2.49
Workloads- private	3.00
Resources- private	3.05
General work conditions- private	1.85
Intellectual challenge- private	2.17
Percentage of leavers who are satisfied with various job aspects:	
Caliber of coll.- public	1.59
Caliber of coll.- private	4.26

Salary- public	3.70	Salary- private	5.85
Benefits- public	3.97	Benefits- private	4.17
Support and recognition- public	1.52	Support and recognition- private	4.17
Safety of the environment- public	4.19	Safety of the environment- private	.89
Influence over policy- public	1.86	Influence over policy- private	4.25
Autonomy and control- public	.89	Autonomy and control- private	1.49
Job security- public	2.59	Job security- private	2.99
Esteem of profess.- public	4.73	Esteem of profess.- private	4.01
Proc. of evaluat.- public	4.62	Proc. of evaluat.- private	2.86
Workloads- public	5.57	Workloads- private	2.72
Resources- public	1.77	Resources- private	3.36
General work conditions- public	1.14	General work conditions- private	.70
Intellectual challenge- public	4.26	Intellectual challenge- private	4.09

B. Standard Errors for Selected State Tables

Table 2.2—Standard errors for number of public schools and students, and average students per equivalent teacher, by state: 1987–88

	Number of schools	Number of students	Average students/ FTE teacher
TOTAL	321.3	165,010.9	0.06
Alabama	30.4	20,561.1	0.37
Alaska	21.2	5,431.0	0.66
Arizona	39.4	17,064.3	0.52
Arkansas	25.7	12,900.7	0.34
California	108.0	68,686.5	0.28
Colorado	37.0	15,850.5	0.40
Connecticut	25.7	15,361.4	0.32
Delaware	5.0	3,287.9	0.43
Dist of Columbia	8.8	5,820.5	0.51
Florida	40.5	46,594.1	0.25
Georgia	41.7	24,835.5	0.24
Hawaii	3.7	3,835.3	0.31
Idaho	20.3	7,919.0	0.53
Illinois	67.5	38,660.9	0.26
Indiana	35.9	26,185.2	0.29
Iowa	43.5	14,508.5	0.25
Kansas	42.3	14,657.7	0.40
Kentucky	38.2	16,310.6	0.35
Louisiana	59.0	19,246.0	0.50
Maine	35.0	8,506.9	0.80
Maryland	30.8	19,104.3	0.41
Massachusetts	38.4	23,376.2	0.35
Michigan	45.3	30,367.4	0.25
Minnesota	42.0	28,237.9	0.35
Mississippi	20.4	20,961.0	0.34
Missouri	55.2	26,877.1	0.41
Montana	35.8	7,669.1	0.70
Nebraska	34.8	13,744.3	0.40
Nevada	13.4	5,455.3	0.50
New Hampshire	20.5	8,515.1	0.50
New Jersey	48.8	36,495.1	0.26
New Mexico	30.5	12,483.8	0.57
New York	57.4	35,834.6	0.17
North Carolina	28.2	22,363.1	0.30
North Dakota	21.7	6,040.8	0.61
Ohio	87.3	42,653.1	0.35
Oklahoma	39.9	21,664.1	0.31

Table 2.2—Standard errors for number of public schools and students, and average students per equivalent teacher, by state: 1987–88 (continued)

	Number of schools	Number of students	Average students/ FTE teacher
Oregon	47.8	16,331.0	0.51
Pennsylvania	62.9	33,479.7	0.28
Rhode Island	10.2	5,210.9	0.45
South Carolina	34.8	19,533.9	0.52
South Dakota	36.6	7,079.7	0.68
Tennessee	26.8	18,982.0	0.30
Texas	82.5	62,009.5	0.18
Utah	20.6	12,598.8	0.52
Vermont	19.0	4,192.5	0.44
Virginia	46.7	27,158.7	0.23
Washington	32.4	18,022.6	0.32
West Virginia	32.4	10,712.9	0.37
Wisconsin	66.9	22,571.1	0.39
Wyoming	16.9	4,631.9	0.49

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Table 5.2—Standard errors for average full-time public school teacher and principal salaries and percentage of teachers who were satisfied with their salaries, by state: 1987–88

	Average teacher salary	Percent of teachers strongly or somewhat satisfied with salary	Average principal salary
TOTAL	60.5	0.40	103.0
Alabama	187.8	1.91	452.0
Alaska	691.5	3.17	1,418.0
Arizona	295.2	2.95	940.0
Arkansas	136.0	2.01	390.0
California	220.6	1.47	301.0
Colorado	420.2	1.96	845.0
Connecticut	349.9	2.86	578.0
Delaware	440.3	3.33	634.0
Dist. of Columbia	542.1	2.75	665.0
Florida	232.5	2.08	583.0
Georgia	180.5	2.04	808.0
Hawaii	439.0	4.32	1,599.0
Idaho	240.4	2.20	903.0

Table 5.2—Standard errors for average full-time public school teacher and principal salaries and percentage of teachers who were satisfied with their salaries, by state: 1987–88—continued

	Average teacher salary	Percent of teachers somewhat or strongly satisfied with salary	Average principal salary
Illinois	281.2	1.80	545.0
Indiana	263.7	2.34	567.0
Iowa	304.1	2.29	571.0
Kansas	252.5	3.35	458.0
Kentucky	186.1	2.11	641.0
Louisiana	292.5	1.23	391.0
Maine	223.4	3.21	1,052.0
Maryland	442.3	3.24	498.0
Massachusetts	265.3	1.98	864.0
Michigan	283.0	1.89	467.0
Minnesota	331.2	2.57	523.0
Mississippi	144.8	2.63	320.0
Missouri	273.3	2.03	684.0
Montana	335.1	3.32	922.0
Nebraska	323.3	2.91	723.0
Nevada	417.1	3.57	608.0
New Hampshire	434.9	3.69	798.0
New Jersey	371.7	2.16	619.0
New Mexico	249.9	2.04	829.0
New York	306.7	1.54	371.0
North Carolina	226.0	2.11	483.0
North Dakota	418.8	2.92	1,141.0
Ohio	301.9	1.81	503.0
Oklahoma	185.4	1.98	732.0
Oregon	266.1	2.83	888.0
Pennsylvania	271.9	1.87	469.0
Rhode Island	313.4	3.03	558.0
South Carolina	211.5	2.29	313.0
South Dakota	219.7	2.69	1,258.0
Tennessee	262.5	2.47	568.0
Texas	135.0	1.39	324.0
Utah	279.7	2.43	651.0
Vermont	538.7	3.45	825.0
Virginia	328.8	2.19	497.0
Washington	251.1	1.85	601.0
West Virginia	250.9	1.37	339.0
Wisconsin	393.6	2.40	689.0
Wyoming	309.2	3.12	508.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Administrator and Teacher Questionnaires).

Index

A

Absenteeism, vii, 84–92, 168–169
Academic degrees
  earned by principals, 44
  earned by teachers, vi, 71–73
Administrative policy, 94–98
Administrative support, 80–83, 141–143, 159, 168
Age
  of principals, vi, 40–41
  of teachers, vi, 38–39
Alcoholism, vii, 84–91, 93, 168–169
Asian or Pacific Islander
  principals, 36–37, 40–41, 43, 165
  students, v, 11–15, 162
  teachers, vi, 35, 37–39, 42, 165
Attrition, occupational, 108

B

Behavioral problems, vii, 84–93, 168–169
  and disciplinary policy, 94–98
  and rule enforcement, 80–83
Benefits, occupational, vi, 74–75, 78–79, 142, 143, 168, 174–175
Bilingual programs, 17–20, 62, 118–119, 148, 162, 172
Biological sciences
  graduation requirements in, v, 21–25, 163
  teacher retraining in, 118–119, 172
  teacher shortages in, 118–119
Black
  principals, 36–37, 40–41, 43, 165
  students, v, 11–15, 162
  teachers, vi, 35, 37–39, 42, 165

C

Cancellation, of courses, 113–115, 171
Career choice, 99, 102–107, 135, 138–139, 170
Caucasian. See White
Certification status, 44, 50–51, 166
Chapter 1 (ECIA) services, 17–20, 162
Classes
  ability grouping in, 100, 101
  self-contained, vi, 52, 55, 56, 58–59
  size of, vi, 52–55, 113–115, 166
College preparatory programs, v, 21–25, 163

Combined schools
enrollment in, 8–9
number of, v
Common Core of Data (CCD), 150
Compensation. See Benefits; Salaries
Computation procedures, 8n, 63n, 80n, 149–155, 160
Computer science
graduation requirements in, v, 21–25, 163
number of teachers assigned to, 62
teacher retraining in, 118–119, 172
teacher shortages in, 118–119
teacher turnover in, 130
Curriculum, establishment of, 94–98, 100–101, 170

D

Data collection procedures, 71n, 74n, 147–149
Day-care programs, 17, 162
Decision making, participative, 80–83, 100–101, 168
Demand, for teachers, 108, 111
Dental benefits, vi, 74–75, 78–79, 168
Diagnostic and prescriptive services, 17–20, 162
Disciplinary policy, 94–98, 100–101, 170
and rule enforcement, 80–83
Drug abuse, vii, 84–91, 93, 168–169

E

Elementary schools
enrollment in, 8, 28
number of, v
English
graduation requirements in, v, 21–25, 163
hours taught per week, vi, 56, 58–59, 166
number of teachers assigned to, 62, 148
teacher turnover in, 130
English as a second language (ESL) programs, 17–20, 62, 118–119, 130, 148, 162, 172
Enrollment
in college preparatory programs, v, 21–25
in elementary schools, 8, 28
in private schools, v, 5–6, 8–11, 28, 161
in public schools, v, 5–11, 28, 161, 176–177
in secondary schools, 8, 28
See also Minority enrollment
Experience, occupational
of principals, 46–49
of teachers, vi, vii, 46–49, 71–73, 120–123, 165
Extended day programs, 17–20, 162

F
Foreign languages
graduation requirements in, v, 21–25, 163
number of teachers assigned to, 62
teacher retraining in, 118–119, 172
teacher shortages in, 118–119
teacher turnover in, 130
Full-time teachers, vi, 28–29, 57, 60–61, 148, 166

G
Gifted and talented students, programs for, 17–20, 62, 130, 162
Graduation rates, 21–25, 163
Graduation requirements, v, 21–25, 163
Guidance counselors, v, 26, 28–29, 164

H
Handicapped students, programs for, 17–20, 162
Hiring policy, 94–98, 170
Hispanic
principals, 36–37, 40–41, 43, 165
students, v, 11–15, 162
teachers, vi, 35, 37–39, 42, 165

I
Immigrant students, 108
In-kind benefits, vi, 74–75, 78–79, 168
In-service training, 98, 100, 101
Insurance. See Dental benefits; Life insurance; Medical benefits
Itinerant teachers, 57, 60–61, 112, 148, 166

K
Kindergarten, 62, 130

L
Librarians, v, 26, 28–29, 164
Life insurance, vi, 74–75, 78–79, 168
Long-term substitutes, 57, 60–61, 110, 148
Lunch services, 17–20, 162

M
Mathematics
graduation requirements in, v, 21–25, 163
hours taught per week, vi, 56, 58–59, 166
National Education Goal for, 108
number of teachers assigned to, 62, 148
teacher retraining in, 118–119, 172
teacher shortages in, 108, 118–119
teacher turnover in, 130
Media specialists, v, 26, 28–29, 164
Medical benefits, vi, 74–75, 78–79, 168
Military schools, 147
Minority enrollment, v, 9, 11–16, 28, 30, 161–162
Mobility, occupational, vii, 125–133, 141–143
and salaries, 140–141
and types of moves, 134, 136–137
Montessori schools, 16, 42, 43, 92, 106, 107, 147

N
NAIS membership, 16, 42, 43, 92, 106, 107
Native American
principals, 36–37, 40–41, 43, 165
students, v, 11–15, 162
teachers, vi, 37–39, 42, 165
Non-instructional personnel, v, 26, 28–29, 164
Non-school income, 63–65

P
Part-time teachers, 57, 60–61, 112–115, 148, 166, 171
Pension benefits, vi, 74–75, 78–79, 168
Physical science
graduation requirements in, v, 21–25, 163
teacher retraining in, 118–119, 172
teacher shortages in, 118–119
Policy, administrative
and disciplinary policy, 94–98, 100–101, 170
and establishment of curriculum, 94–98, 100–101, 170
and hiring policy, 94–98, 170
and participative decision making, 80–83, 100–101
principals' views on, 94–98
and rule enforcement, 80–83
teachers' views on, 80–83, 98, 100–101
Principals
age of, vi, 40–41
educational background of, 44, 46–49
minority, v, 30–37, 40–41, 43, 165
number of, v, 26–29, 164

Principals [continued]
occupational experience of, 46–49
sex ratios of, vi, 35–36, 40–41, 43, 165
Private schools
by affiliation, 16, 42–43, 68, 92–93, 106–107
number of, v, 5–6, 161
size of, 9–11, 16, 161
Professional (miscellaneous) personnel, v, 26, 28–29, 164. See also Guidance counselors; Librarians; Media specialists
Public schools
number of, v, 5–8, 161, 176–177
size of, 9–11, 17, 161
Pupil-teacher ratios. See also Student-teacher ratios

Q

Quality of Education Data (QED), 147, 150

R

Reform, educational, 1, 44, 63
Religious schools, 16, 42–43, 92, 106–107, 147
Remedial programs, 17–20, 62, 162
Response rates, 150–154
Retirement, vii, 135, 138–139
Retraining, of teachers, 118–119, 171–172
Rule enforcement, 80–83, 159, 168. See also Disciplinary policy

S

Sabbaticals, 135, 138–139
Safety, of working conditions, 141, 142, 143
Salaries, for principals, vi, 68, 70, 167
satisfaction with, 66–67, 177–178
Salaries, for teachers, vi, 63–65, 68–69, 166–168
by academic degrees, 71–73, 167–168
by occupational experience, 71–73
and occupational turnover, 132–133, 135, 140–141, 174
satisfaction with, vi, 66–67, 74, 76–77, 141–143, 168, 174–175, 177–178
and summer salaries, 63–65, 167
Sample selection, 147–149
Satisfaction, occupational
and adequacy of resources, 80–83, 141–143, 159, 168, 174–175
and administrative support, 80–83, 141–143, 159, 168
and career choice, 99, 102–107, 135, 138–139, 170
and intellectual challenge, 141–143, 174–175

Satisfaction, occupational [continued]
and job safety, 141–143, 174–175
and job security, 141–143, 174–175
and occupational turnover, 132–133, 135, 138–139, 141–143, 173–174
and opportunities for advancement, 141–143
and participative decision making, 80–83, 141–143, 168
and professionalism, 141–143
and rule enforcement, 80–83, 159, 168
and salaries, vi, 66–67, 74, 76–77, 141–143, 168, 174–175, 177–178
and social esteem, 141–143, 174–175
Sciences
graduation requirements in, v, 21–25
hours taught per week, vi, 56, 58–59, 166
National Education Goal for, 108
number of teachers assigned to, 62, 148
teacher shortages in, 108, 118–119
teacher turnover in, 130
Secondary schools
enrollment in, 8, 28
number of, v
Security, occupational, 141–143
Self-contained classes, vi, 52, 55, 56, 58–59
Sex ratios
of principals, vi, 35–36, 40–41, 43, 165
of teachers, vi, 35–36, 38–39, 42, 165
Shortages, of teachers, vii, 108, 111–119
Short-term substitute teachers, 112
Size
of classes, 52–55, 113–115, 166
of schools, 9–11, 16, 17
Social science
graduation requirements in, v, 21–25, 163
hours taught per week, vi, 56, 58–59, 166
number of teachers assigned to, 62, 148
teacher turnover in, 130
Special education programs, 62, 118–119, 130, 171
Stability, occupational, vii, 124, 125, 128–130, 140–143, 170, 174
Standard errors, estimation of, 149, 155
State data, 7–8, 14–15, 24–25, 34–35, 48–51, 66–67, 90–91, 104–105, 116–117, 176–178
Students. See Enrollment
Student-teacher ratios, 6–9, 161, 176–177. See also Classes, size of
Substitute teachers, 57, 60–61, 110, 112–115, 148, 171
Summer salaries, 63–65, 167
Supply, of teachers, 108, 120

199

T
Tardiness, vii, 84–92, 168–169
Teacher aides, v, 26, 28–29, 164
Teachers
  academic degrees earned by, vi, 44–49, 71–73
  age of, vi, 38–39
  certification status of, 44, 50–51, 166
  full-time, vi, 28–29, 57, 60–61, 148, 166
  itinerant, 57, 60–61, 112, 148, 166
  minority, vi, 30–35, 37–39, 42, 165
  newly hired, vii, 108–110, 120–123, 148, 170, 172
  number of, v, 26–29, 164
  occupational attrition of, 108
  occupational experience of, vi, vii, 44, 46–49, 71–73, 120–123, 165
  part-time, 57, 60–61, 112–115, 148, 166, 171
  retraining of, 118–119, 171–172
  sex ratios of, vi, 35–36, 38–39, 42, 165
  substitute, 57, 60–61, 110, 112–115, 148, 171
  workload of, 113–115, 141–143, 171, 174–175
  See also Benefits; Salaries
Turnover, occupational
  and additions, 124, 126–127, 173
  and leavers, vii, 124–130, 135, 138–143, 173–175
  and movers, vii, 125–134, 136–137, 140–143, 173–174
  reasons for, 132–133, 135, 141–143, 173–174
  See also Mobility; Salaries; Stability

V
Vacancies, occupational, vii, 108, 110–111, 116–117, 171
  methods of compensating for, 112–115, 171
Variables, definition of, 155–159
Verbal abuse, vii, 84–91, 168–169
Vocational education, 17–20, 62, 130, 148, 162

W
White
  principals, 36–37, 40–41, 43, 165
  students, 11–15, 162
  teachers, 35, 37–39, 42, 165
Workload, of teachers, 113–115, 141–143, 171, 174–175

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201

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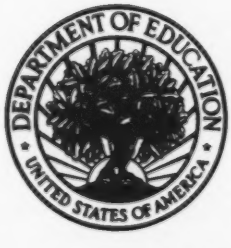

202